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ABSTRACT

This curriculum guide covers family life and sexual health (FLASH) in 28 lessonplans and is intended for special education students in grades 7-12. The curriculum is an adaptation of one developed for nondisabled students. Introductory material for the teacher offers guidelines on such topics as knowing one's state and local guidelines, planning a sexuality unit, preparing administrators and parents, responding to questions, and including the program in the student's Individualized Education Program. The lessons typically include specific objectives, materials needed, an agenda with several activities, sample communications to a "trusted adult," worksheets, and handouts. Topics addressed by the lesson plans include the following: the difference between public and private; self esteem; gender identification; families; friendship and dating; helpers, acquaintances, and strangers; nonverbal communication; assertiveness; asking for what you want; hearing "no"; saying "no"; decision making; touching; exploitation and getting help; anatomy; puberty; sexual health and hygiene; reproduction; pregnancy; parenthood; sexual decision making; birth control; germs and risk; sexually transmitted diseases; and Acquired Immune Deficiency Syndrome; and resources. Seven appendices offer guidelines of Washington State, checklists, assessment tools, and resource lists. (DB)

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Special Education: Secondary

F.L.A.S.H.

Family Life And Sexual Health

A Curriculum for Grades 7-12

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Table of Contents

Introduction

.....v

Overview 1

.....vi

Special Preparation: Before Beginning the Unit

A. Knowing Your State and Local Guidelines xi
B. Planning a Sexuality "Unit" xi
C. Preparing Your Administrator xii
D. Preparing Parents xii
E. Preparing Your Materials xiii
F. Preparing Yourself xiii
G. Responding to Questions xiv
H. Social Skillfulness & Socialization Networks xvii
I. Sexuality Education is important because xviii

How to Use Special Education F.L.A.S.H.: Secondary

A. Starting With The Student xxi
B. Getting Started xxii
C. Including F.L.A.S.H. in the I.E.P. xxiv

The Lessons

1. Introductory Class 1
2. Private & Public 11
3. - 7. Relationships
   3. Self-Esteem 19
   4. Gender Identification 29
   5. Families 37
   6. Friendship & Dating 43
   7. Helpers, Acquaintances & Strangers 55
8. - 13. Communication
   8. Non-Verbal Communication 73
   9. Assertiveness 83
   10. Asking For What You Want 91

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11. Hearing "No" 101
12. Saying "No" 111
13. Decision-Making 123
14. - 15. Exploitation
14. Touching 131
15. Exploitation & Getting Help 141
16. - 18. Understanding the Body
16. Anatomy 153
17. Puberty 169
18. Sexual Health & Hygiene 179
19. - 23. Reproduction
19. Reproduction 189
20. Pregnancy 195
21. Parenthood 203
22. Sexual Decision-Making 209
23. Birth Control 219
24. - 26. STD's & AIDS
24. Germs & Risk 225
25. Sexually Transmitted Diseases (STDs) 235
26. AIDS - Staying Safe 247
27. - 28. Resources & Review
27. Resources 259
28. Summary Session 269

APPENDICES

A. Suggested Guidelines From the Washington State Board of Education 278

B. Sexual Abuse: Signs, Symptoms and Reporting Protocol for Teachers. 283

C. Parent Involvement 285

D. Assessment Tool 289

E. F.L.A.S.H. (Family Life And Sexual Health) Curricula Overview 293

F. Selected Bibliographies, Book Lists, Audio-visual Suppliers 295

G. Community Resources in Seattle and King County 298

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Introduction

This curriculum is designed for use in special education and mainstreamed classrooms. It was written based on years of practical teaching experience in this subject area and provides functional teacher tools for students with diverse learning challenges. **Special Education F.L.A.S.H.: Secondary** has been piloted in a wide variety of classrooms. It is an adaptation of the 5/6, 7/8, and 9/10 **F.L.A.S.H.** (Family Life And Sexual Health) curricula written by Beth Reis of the Seattle-King County Department of Public Health, Family Planning Program.

The goals of the curriculum are to assist in the education of persons:

- who are knowledgeable about human development and reproduction,
- who respect and appreciate themselves, their families and all persons,
- who will neither exploit others nor allow themselves to be exploited.

A word about philosophy . . .

No curriculum is neutral and objective. Education itself implies a certain philosophy (i.e., that knowledge is preferable to ignorance). Neutrality is not even the ideal. If education could be stripped of beliefs, the skeleton would be of little worth.

The schools DO, however, have an obligation to reflect community beliefs, and they must be honest about the particular premises of the curriculum. Where there is no general agreement on a particular issue in the community, the teacher's place is to point that out, to explain honestly the several conflicting viewpoints, and to encourage the students to discuss these at home.

The primary beliefs inherent in this curriculum supplement are these:

- A person's unique qualities are to be celebrated.
- Everyone is entitled to talk and to be taken seriously.
- Everyone is entitled to "pass" (not share personal beliefs, feelings or information in class).
- The human body is precious and beautiful.
- Everyone needs to love and feel loved.
- No one is entitled to treat another person simply as a means of selfish gratification; coercion and manipulation are wrong.
- Premature sexual intimacy can hurt a person physically, emotionally and socially.
- Honest communication is fundamental in all relationships (parent/child, friend/friend, boyfriend/girlfriend, etc.)
- People have a responsibility to learn as much as possible about themselves and the people they care about. In order to meet this responsibility, they must have the opportunity to receive honest answers to honest questions.

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Overview

Topic — Learner Objectives ("•" = the essential objectives)

1.Introduction

1. say the name of the class/unit
2. identify ground rules for the class.
3. • identify one thing they like about themselves
4. identify one thing they might like to learn
5. • identify a trusted adult

2. Private & Public

1. explain the difference between public and private in his/her own words
2. • correctly label pictures or descriptions of places as public or private
3. • correctly label described behavior as public or private and identify places where the behavior might appropriately occur
4. • identify natural consequences of inappropriate behavior

Relationships

3. Self-Esteem

1. • identify ways in which they "belong"
2. • identify ways in which they "can do things"
3. • identify ways they know they are "appreciated"
4. • identify one thing they like about themselves
5. • identify an appropriate response to a compliment

4. Gender Identification

1. • correctly label pictures of people as male or female, boy or girl, man or woman
2. • correctly identify themselves and their classmates as male or female
3. discuss advantages and disadvantages of being male or female
4. • indicate which restroom they should use in the community given two choices

5. Families

1. • describe his or her family in terms of:
   a) membership and
   b) roles of family members
2. discuss some differences among families
3. • explain one reason why families are important

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6. Friendship & Dating

1. define friendship
2. • name two friends they have
4. appropriately introduce a friend
5. • model appropriate ways to greet a friend
6. • model appropriate ways to leave a friend
7. define dating
8. • name three things they might do with a friend, (or a date) taking into account the friend's (or date's) wishes
9. model appropriate dating etiquette

7. Helpers, Acquaintances, Strangers

1. define the term helper
2. define the term acquaintance
3. define the term stranger
4. correctly label characters in a given situation as helper, acquaintance or stranger
5. • correctly label people in their own lives who are helpers or acquaintances
6. • demonstrate appropriate safe behavior when approached by a stranger

Communication

8. Non-verbal Communication

1. identify two types of communication (verbal and non-verbal).
2. • using body language only, appropriately express a given emotion.
3. define the term paraphrase and explain it's use.

9. Assertiveness

1. decide whether a given communication example is assertive or not assertive
2. • demonstrate assertive body language
3. • model assertiveness in a given situation

10. Asking for what you want.

1. • identify something they want
2. state a fact or a feeling
3. • ask straight for what they want

11. Hearing "No"

1. • determine a second choice if the first is rejected
2. • clearly state their second choice
3. • accept "No" gracefully

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12. Saying "No"

1. say something caring
2. • refuse - say "No"
3. state their decision or suggest an alternative

13. Decision-Making

1. identify three different types of decisions
2. • identify a preference when given two options
3. identify four steps involved in a decision-making process.
4. demonstrate the four step process as applied to a given situation.
5. • identify their own decisions regarding relationships and touch; what is okay or not okay for them as individuals.

Exploitation

14. Touching

1. • identify three different types of touch
2. • correctly label different examples of types of touch
3. • identify kinds of relationships in which touch is appropriate/okay
4. • declare their right to decide how they want to be touched

15. Exploitation & Getting Help

1. define exploitation
2. • correctly label situations as exploitive
3. • identify personal rights
4. • identify that they need help
5. • say "NO" in a big voice
6. • leave the situation
7. • tell someone you trust

Understanding the Body

16. Anatomy

1. • correctly label themselves as male or female.
2. • identify private parts of the body (covered by clothing when in public situations).
3. correctly label non-genital parts of the body using appropriate vocabulary.
4. correctly label genital parts of the body using appropriate vocabulary.
5. identify natural consequences of using inappropriate vocabulary when discussing anatomical parts in public.

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17. Puberty

1. • correctly label pictures as boy/girl/man/woman
2. • identify three body changes of puberty for females
3. • identify three body changes of puberty for males
4. identify two feelings that may change/emerge during puberty

18. Sexual Health & Hygiene

1. • identify three components of good hygiene
2. • identify consequences of poor hygiene
3. • understand that hygiene is a personal responsibility
4. • label and identify five hygiene tools
5. • explain how five hygiene tools are used and how frequently they should be used.

Reproduction

19. Reproduction

1. • explain that all species reproduce, that humans come from other humans and that for humans to reproduce, both a male and a female are necessary.
2. using appropriate vocabulary, the student will identify parts of the body involved in reproduction.
3. explain the process of fertilization.

20. Pregnancy

1. • correctly label pictures of women as obviously pregnant or not pregnant
2. define pregnancy as the period of time (nine months) when the baby grows inside the mother's uterus
3. explain the relationship between the concepts of intercourse, fertilization, pregnancy and parenthood

21. Parenthood

1. • explain that pregnancy is the result of intercourse and conception, and that parenthood is the result of pregnancy and giving birth.
2. identify pros and cons of being a parent
3. • identify five responsibilities of parenthood

22. Sexual Decision-Making

1. identify at least three issues which must be considered when making a decision to have a sexual relationship
2. • identify that decisions about sexual expression are personal and private
3. • identify that sexual decision-making requires careful thought about feelings and beliefs
4. • identify one person they could talk to about sexual decision-making

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23. Birth Control

1. • explain that birth control is a way of preventing pregnancy
2. identify three methods of birth control and explain how they work in terms of their impact on sperm and egg.
3. identify use of birth control as a decision requiring more thought and careful consideration of feelings, beliefs and values
4. identify one person they could talk to to get more information about birth control.

STD's & AIDS

24. Germs & Risk

1. understand that germs are invisible organisms that are all around us.
2. • understand that some germs cause illness.
3. • understand that germs travel in different ways.
4. • understand that we can stay healthy by taking simple precautions
5. • be able to define risk.
6. explain why people take risks.

25. STDs

1. • define STDs as sexually transmitted diseases (diseases you catch by having sexual contact with an infected person)
2. • understand how to avoid catching an STD
3. identify some symptoms which might indicate STDs
4. • identify people who are effected by STD diagnosis, and who should be contacted

26. AIDS

1. understand that AIDS is caused by a germ/virus (HIV).
2. understand that this germ is found in blood, semen and vaginal fluid.
3. • identify risky behaviors that can cause AIDS; having unprotected sex or sharing needles with an infected person.
4. • identify safe behaviors that won't cause AIDS
5. • identify AIDS as a fatal disease

Resources & Review

27. Resources

1. model appropriate question asking
2. • identify 3 community resources
3. • identify 2 personal resources

28. Summary Session

1. discuss topics studied during the class
2. • identify topics for future study
3. identify how they feel about the class.

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Special Preparation: Before Beginning the Unit

Knowing Your State and Local Guidelines

It is important, morally and legally, that you follow the guidelines established by the State Board of Education and your District's School Board. (For the complete text of the Washington State guidelines, see Appendix A).

Essentially, Washington State leaves the decision about WHETHER to provide sexuality education up to the local school board. The State does, however, make recommendations for districts that DO teach it, regarding HOW it should be taught. It says, for example, that "major emphasis.....should be to assist the adults in the home....." and that "sexuality is an integral part of a total personality and to consider sex as purely physical is to give it an unrealistic emphasis." The State also requires that parents have the option of excusing their son or daughter from the sexuality unit. Finally, the State requires that AIDS prevention education be taught in the schools to ALL students. This is most appropriately accomplished in the context of a total sexuality and social skills program.

Unless your district has already approved "Special Education F.L.A.S.H.", contact your curriculum office at least a few weeks before you plan to begin a sexuality unit to find out its policies.

Planning a Sexuality "Unit"

This curriculum consists of 28 lesson plans divided into 9 sections. All of the sections are typically covered in a social skills/sexuality education class. It is not necessary to confine yourself to these lessons. It is also by no means essential that you approach them on consecutive days.

The lessons on sexually transmitted diseases might fall in a unit with other contagious diseases. The lessons on communication might fall at the end of a semester, once a class has had time to build rapport. Most of the sections will stand on their own without a prior knowledge base. The two exceptions are the session on "Private/Public," which provides a foundation for much of the relationship, sexual behavior and exploitation prevention work, and the session on "Anatomy", which is a necessary prerequisite for understanding puberty, the reproductive system and STDs.

For each topic, the curriculum provides:

- philosophical background - a brief exploration of the importance/ relevance of the topic and some thoughts on where it fits in a total plan,
- a lesson plan with student learning objectives, materials listing, and a "trusted adult" letter with activity suggestions,
- reproducible worksheets and transparencies.

You are welcome to use part or all of this material as you see fit. However we recommend that adolescent learners study all of these topics at some point.

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Preparing Your Administrator

Discuss the course content, materials and activities with your building administrator. Your principal needs to know of outside speakers you plan to invite. He or She should also see the letter you plan to send parents and guardians, presenting the option of excusing their children.

The importance of involving your administrator from the outset cannot be over-emphasized. Your principal must be informed about the unit, in order to respond to parent's questions and concerns and to assist and support your teaching.

Preparing Parents

The primary sexuality educators of your students are their parents or guardians. Consciously or unconsciously, they have been providing sexuality education since birth. They may or may not be comfortable in their role as teachers. They may or may not be knowledgeable about the facts, but they certainly have beliefs and feelings that they share with their children.

Parents of children with developmental disabilities may face additional questions about the sexuality of their children. Concerns about loneliness, the possibility of relationships and exploitation may distress them and cause worry.

Legally and morally, you must inform parents that you are about to begin the unit. Your job is to offer them the options of previewing materials and/or of excusing their son or daughter. There are several ways to do this.

- Send a letter home to parents, guardians, or care providers which outlines the planned curriculum and offers a choice to include or exclude the student (Appendix C).
- If appropriate, contact each parent by phone and arrange for a convenient time to discuss both the unit and any special concerns they may have about their son or daughter on an individual basis.

Other Ways to Involve Families

- Encourage your PTA to sponsor a free workshop for parents, to familiarize them with FLASH and help them become more comfortable as sexuality educators. In Seattle and King County, these are provided by the Health Department (296-4672) or Planned Parenthood.
- If your school has no formal Parent Organizations, talk with your principal about arranging a parent meeting. See Appendix C for a sample agenda and other suggestions for family involvement.
- Provide "trusted adult" exercises that encourage communication (included in each lesson plan) but follow these guidelines:
  a. Explain that the student can do the assignment with any trusted adult in the family (a parent, grand-parent, step-parent, care-provider)
  b. Always offer an alternative assignment for students who may not be able to talk with an adult in the family.
  c. Never ask students to report on the content of these conversations - only that they DID talk. To ask about a student's or family's "beliefs or practices.... as to sex" would violate the Washington State Board of Education guidelines.

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Preparing Your Materials

Special Education FLASH contains reproducible workbook pages at the end of each lesson. During the first lesson, students will create a work cover. We recommend photocopying onto already 3-hole punched paper, as you prepare for each lesson. These completed worksheets will form a reference for students.

Pictures cut from magazines and ads play an important role as a teaching tool. It's helpful to build a collection using an accordion file and the following categories: people, relationships, public places and private places, males, females, types of touch, activities. Start saving pictures now - You'll use your file a lot! A role of large sized butcher paper will also come in handy.

You may need to reserve copies of the Life Size Body Charts, Jim Jackson Models, Anatomically Correct Dolls or Virginia Livingstone Plates in advance. In Seattle, contact Planned Parenthood (206-328-7715) for more information.

Preparing Yourself

Teaching social skills/sexuality education to students with special needs presents many issues for teachers. The topics may make us uncomfortable, presenting issues which are easier to simply avoid. Sometimes feelings of discomfort get in the way of good teaching. It is helpful to examine these issues prior to beginning a class of this nature, so that we are clear about our own values and knowledge base in the area of sexuality, and able to separate our strong feelings from our teaching.

Consider exploring your personal values and feelings in this sensitive area through the use of values clarification exercises. Your local Health Department Family Planning Unit may have resources for this work, or try:

- David Hingsburger's delightful and insightful books, **"I CONTACT"** and **"i TO I"** (Available through Vida Publishing, Primrose Lane/Highland Drive, P.O. Box 597, Mountville, PA 17554, 1990, $12.00 each).
- **Sexuality Education and Training: Theory, Techniques and Resources**, by Joan Helmich and Jan Loreen-Martin. (Available through Planned Parenthood of Seattle/King County, 2211 East Madison, Seattle, Washington 98112.)

Some teachers are concerned because they did not have formal sex education. Sexual knowledge is an important attribute for the teacher, but can easily be acquired and accessed through effective use of resources. Your local Health Department Family Planning Unit is such a resource. The sex information hotline at Planned Parenthood in Seattle (206-328-7711) is also available. And you may wish to assess your own knowledge through use of a do-it-yourself assessment program called **"The Sexuality Educator Pre-Test and Pre-Test Answer Key"** (Beth Reis, Lenore Morrey, and Jan Loreen-Martin; Association for Sexuality Education and Training, P.O. Box 668, Oak Harbor, Wa, 98277, revised 1987. $6.25 includes tax and shipping.)

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Being Askable: Responding to Questions

Effective Social Skills and Sexuality Education requires that the teacher be alert at all times. He/She must look for and act on "teachable moments" (unplanned opportunities for learning), and must be available for any questions that may arise. Often, in this subject area, more REAL learning will occur outside class than in structured settings. It is critical that the teacher be considered "askable" by the students, in order for questions to emerge and be discussed.

The following three step approach to handling potentially difficult questions includes many tips and suggestions found useful in both classroom and community settings. You may wish to share these strategies with family members of your students.

1. Receiving the Question

- affirm the asker - be sure the asker knows you appreciate the question ("That's a good question.")
- clarify the question - be sure you understand what is being asked. ("Are you asking me.....?")
- think about the communicative intent of behaviors - what is the question behind the action? Some people understand more than they are able to express, but can nod or shake their head to confirm your guesses - so check out your guess with the person. ("I wonder if you're asking me about.....?")
- think about the language used - does the person have the vocabulary needed to ask the question? ("Do you mean.....?)
- think about the situation where the question comes up. What else is going on in that person's world at that time.

2. Considering Your Response

- Is the asker looking for a one-word answer or a long detailed lesson? There are many answers to the question "where did I come from?". Simple answers include: "the hallway", "home from work", "Toledo", "the hospital", "from inside your mother's body". A detailed explanation of sperm and egg and reproduction is not always wanted or needed.
- You might include medically appropriate language as a substitute for any slang used in the question. Consider useful words that the person might add to their vocabulary.
- Be sure you're answering private questions in private and respectful ways. You may want to arrange a different time to talk about some questions.
- You don't have to know all the answers. There are resources available to help you. If you don't know, say so - don't bluff. Then go find out and return with the answer. You will both have learned something!

3. Responding & Following Up

- Remember to check for understanding as you answer - sometimes a little misunderstood information can be very dangerous.
- After you've answered one question - be prepared for related questions - and if they don't come up, and it feels right - bring them up! This is using the teachable moment.
- Check back frequently, to be sure the asker still understands - look for behaviors that demonstrate understanding of the answer.

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Kinds of Questions

Questions about sexuality and social matters may seem to come from "out of the blue" It's helpful, therefore, to build a repertoire of response approaches so that you feel prepared to effectively handle hard questions as they arise. Keep in mind that there are basically five types of questions.

1. Requests for information
2. "Am I Normal" Question
3. Permission-seeking questions
4. Shock questions
5. Value questions

(The following section was reprinted , with permission, from 7/8 FLASH & Beyond Reproduction: Tips and Techniques for Teaching Sensitive Family Life Education Issues, published by Network Publications, a division of ETR Associates, 1983, Santa Cruz, Ca.)

1. Requests For Information

If you know the answer, fine. If not, it's okay to say "I don't know," and then refer the student to the appropriate source.

Are there some values issues within the context of the question? If yes, make sure various points of view are presented.

Is the question, although informational, one which you consider inappropriate for classroom discussion? Problems can be avoided if you have established in the context of the class ground rules, an agreement such as: "All questions are valid. However I will have to make the final decision about the appropriateness of each questions for total class discussion. If you ask a question which I choose not to answer, it is not because it is a bad question. I may feel that it is not of interest to all students or that I am not prepared to lead a class discussion around that issue. Please see me at the end of class if this happens, so that I can try to answer your question privately."

2. "Am I Normal" Questions

These questions generally focus on adolescent concerns about their bodies and the emotional and physical changes they are experiencing.

Validate their concern, e.g., "Many young people worry that....." and provide information about what they can expect to happen during the adolescent years.

Refer them to parents, clergy, family physician, community resources, school counselor for further discussion, if appropriate.

3. Permission-Seeking Questions

These come in two common forms, and may seek your permission to participate in a particular behavior, e.g., "Is it normal....?" or "Did you.....when you were growing up?"

Avoid the use of the word "normal" when answering questions. Normal for some is morally unsanctionable for others. Present what is known medically, legally, etc. (the facts) and discuss the moral, religious and emotional implications, making sure all points of view are covered. Refer students to parents or clergy for discussion of moral/religious questions.

Establish in the context of class ground rules, an agreement related to discussion of personal behavior, such as: "No discussion of personal behavior during class." If and when you get a question about your personal behavior, you can remind students of this

ground rule and redirect the discussion to one of the pros and cons (religious, moral, medical, emotional, legal, interpersonal, etc.) of the particular behavior in question. Again, refer students to parents and clergy for further discussion of religious/moral questions.

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4. Shock Questions

Again remind students of the class ground rule related to appropriate questions for classroom discussion. Sometimes the shock comes not from the content of the question, but the vocabulary utilized. You can reword the question to defuse it, especially if you have previously established in the context of class ground rules, a rule related to vocabulary, such as: "In this class I will be trying to balance two conflicting goals; I want to communicate with you. Sometimes you may not know the correct word for something you have a question about. Use whatever word you know to ask that question and I will answer using the standard (medical) word."

5. Value Questions

Sometimes students ask directly about right and wrong (e.g. "How old should a person be to have a baby?") and other times they ask fact questions that have value components. In either case, we recommend this protocol for responding:

A. Affirm the Asker.

"Good question" "I'm glad you asked." "A lot of people wonder that." "That's an important question."

B. Identify it as a Belief Question.

"That's a belief question, not a fact question." or "That's partly a belief question."

C. Answer the Factual Part if There is One.

"You asked how old a person should be to have a baby. First let's look at the facts. The healthiest age, for mother and baby, is the 20's and early 30's."

D. Help the Class Describe the Range of Beliefs.

"Different people believe different things about when a person is ready to become a parent. What do you think some people believe?"
NOTE: Make sure a variety of viewpoints are described. This may mean adding some the class doesn't think of.

E. DISCRETIONARY: State Your Own Belief.....but only if it's a relatively universally held belief.

"As long as you asked my opinion, I don't think it would be fair or smart to have a baby at your age ..... 12 or 13 years old." It is not appropriate for you to state your own belief on any controversial issue (abortion, sex outside marriage, etc.)

F. Refer to Parents, Clergy and Other Trusted Adults.

"Why don't you check with your family tonight. Find out what your folks believe about that, or what your church or synagogue, temple or mosque teaches, if you belong to one."

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Social Skillfulness

Loneliness and isolation are critical issues in the lives of people with disabilities. This loneliness is frequently the result of inadequate social skills and non-existent social support networks. As teachers (and parents) of adolescents with disabilities, you have an opportunity to impact this by increasing your focus on social skillfulness, and your support for the development of socialization networks which will last beyond school years.

Dorothy Griffiths speaks to the need for teaching so that social skills become social skillfulness. Griffiths says:

> *"Skillfulness in a given social interaction depends not only upon the individual's being able to perform a particular social skills behavior but also knowing when, where, with whom, and why that behavior should be used in that context either to bring about a social reward or to avoid social punishment. Thus, social skillfulness is both a process of learning social skills and learning to apply those skills in a socially skilled way, which is why social skills must be taught in a context."*

In order to really learn about friendships, students must have opportunities to practice their newly developing skills. In order to be able to discriminate between strangers, acquaintances, and friends, students must be exposed to many different people, and have many interactions. We must provide students with opportunities to learn about social skillfullness in both school and non-school settings.

Socialization Networks

In order for students to understand what it means to be a friend, they must have opportunities to meet people and develop friendships. Often, for people with disabilities, these socialization opportunities are few and far between. They may be so closely supervised and structured that spontaneous interactions are inadvertently discouraged. This is why it is critical to build socialization networks, both formal and informal, for your students.

Many socialization networks already exist in the lives of your students. Many students participate in clubs or activities like Special Olympics or People First (a self-advocacy organization with local chapters). Others have friends at school in both special and regular education.

Your role as teacher is to assist your students to identify socialization opportunities that already exist, to encourage and support their participation, to inject enthusiasm when interest lags, and to create opportunities for people who are without them. Additionally, your students need to know;

A. how to enter groups appropriately, so they will not be rejected immediately because of a social skills "faux pas",

B. how to initiate and conduct themselves in interactions,

C. how to leave situations, and

D. how to handle rejection.

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Reasons Why This is Important

Why is it important to include a social skills/sexuality component in the overall education plan for people with disabilities? There are many reasons, nine of which are discussed in this section. And as a special educator committed to a quality educational experience, you probably have your own personal reasons, in addition to those mentioned here.

The primary reason though, has to do with dancing.....

Dancing

"I'm sitting in 'Still Life in Fremont', a coffeeshop at 4:02 p.m. on a Wednesday, watching people and thinking thoughts. It suddenly strikes me that most of the people in this coffeeshop already know how to interact appropriately in public. They order, pay, collect their coffee, find a clean empty table, sit, remove coats and hats, settle in.... relax.....talk to their companions if they have one, most read or write, or just look around. In fact, people look up all the time, look around to "check things out", to decide if everything is still OK, go back to their thoughts. When they're through with their coffee or their conversation or their time, they clear their table, put on their coats, pack up and go. The population changes every few minutes. The subtleties of interactions changes too. Things are not constant.

And so it goes. It's kind of like a social dance, that I think we take for granted, assuming that the wit, the grace, the skill with which we handle our casual interactions comes easily to everyone, staring and puzzling when it seems hard. Why is it so easy? Because we've practiced. More importantly, because we've had an opportunity to risk, to blow it, to pick ourselves up, analyze what went wrong, vow never to let that happen again, and then to move on with our lives, dancing our dance.

A few obvious observations.

People who use wheelchairs dance differently, but they still dance. People who don't see the subtleties of our culture, who don't pick up as easily on cues, who learn with more difficulty, also dance - albeit with different steps.

AND.....why are we in special services? Why are we spending this section of our lives helping people who dance differently to dance? Is it for the money? Who are we kidding! Is it for the satisfaction of helping others? Maybe. But I think that fundamentally, we do what we do because we believe that ALL people can dance, have a right to dance. And we share a vision of a world where the dance steps don't really matter, just the dancing."

Here are nine more reasons why this is important:

- **BECAUSE everyone has a right to know about and understand the workings of their own bodies.** A young woman thought that she was bleeding to death, dying, on the occasion of her first menstrual period. She was terrified and traumatized by the experience, largely due to lack of knowledge about the basic biological workings of her own body. A young man was extremely concerned when he began to develop hair in his genital area and have erections. He didn't know who to talk to about it, or what to say. It was just plain scary. These normal body changes during puberty shouldn't be scary. It would not have been difficult to prevent this fear. All it takes is a willingness to teach and be "askable".

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- **BECAUSE adolescence can be a very confusing time.** Do you remember the emotional roller coaster ride, the intensity of your feelings as you alternately celebrated and endured puberty and all the changes that went with it? Do you remember asserting your independence? Do you remember how hard it was sometimes to understand what was happening to you as you grew up? It's no different for people with special needs - except that they often have fewer naturally occurring resources available for support in understanding the confusion of adolescence.
- **BECAUSE people with learning challenges often don't have access to typical ways of learning about their sexuality.** How did you learn about the birds and the bees? When this question comes up, people often giggle. The most common responses include: a memorable class, maybe in school, maybe in church, a memorable movie, book or magazine article, friends telling stories and jokes, sharing hearsay in locker rooms, on church retreats, at camp and at slumber parties, some "sexy" magazines, maybe from observing life cycles on a farm or with a family pet, and sometimes from parents. Often there were as many myths as there were facts in our learning. This learning may have been quite colored with feelings of embarrassment, shame or guilt.....

  Special Education students often don't have knowledgeable peers, and have fewer social times with them, at any rate. They may not understand or pick up on the subtle messages in a regular class. They may not initiate conversations or pursue leads or "teachable moments". And they may not read or have access to easily understood materials that would help them with the things they want/need to know. They may also be ill-equipped in their vocabulary, and not know how to ask the questions they have! There's no question about these issues being tough for parents to talk about.

  So it becomes important for the special educator to create a functional opportunity for learning about this subject, one which supports family involvement and shows kids how to get their questions answered in the future.
- **BECAUSE people's behaviors are often labelled as "sexual" or "exploitive" or "deviant" when the reality of the situation is that the behaviors are very normal and appropriate - they're just occurring in the wrong place at the wrong time with the wrong people.** If someone doesn't understand the difference between public and private, then "normal" behaviors like masturbation, scratching of genitals, dressing, or grooming may occur in the "wrong" place - according to our cultural rules. Similarly, if someone doesn't understand that there are different ways of greeting different people - depending upon your relationship with them, and that it is considered inappropriate to kiss a stranger, but usually okay to kiss a parent, then their behavior may be seen as "bad" or "wrong" or "deviant".

  If someone is chronologically 15, but emotionally and socially more like a typical 4 year old, what might be typical, (and under other circumstances normal and healthy) sex play with a 4 year old neighbor will be totally inappropriate and possibly illegal. The good news, however, is that these subtle social distinctions can be taught, with social skills and social skillfulness as the happy result.
- **BECAUSE people who don't easily read subtle social cues and messages become vulnerable to abuse and exploitation, especially when they are placed more frequently in community settings.** Years ago, people with disabilities were often segregated and kept apart from other people. Their environments and their days were often highly structured "for their own safety and protection". There was, at least, an illusion of protection...though, in reality, many were exploited in these institutional settings. Then time passed and "normalization" became a desired goal, with integration into community settings, educational mainstreaming and a much more visible public profile. While many people have been taught to use transportation and money, to order in a restaurant, and to handle many daily living skills - often there has been a gap in their education. They are still not always taught self-protection skills. A lack of awareness of safe and unsafe circumstances, an inability to read "between the lines" of many social messages, and a lack of decision-making and assertiveness skills has gotten many people into unfortunate situations. Again, however, the good news is that these skills can be taught.

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- **BECAUSE self-protection skills will not be used if a person is so lonely, so eager for friendship and intimacy that even a bad relationship looks better than none**. People who haven't had opportunities to practice friendship and dating skills (and to get hurt and learn from it in a relatively safe setting), can find themselves living independently in loneliness and isolation. They may choose not to use the self-protection skills they've been taught. It is vital that they learn not only how to say "No" to exploitive relationships, but also how to initiate, recognize and cultivate (say "yes" to) healthy relationships.
- **BECAUSE AIDS is a very real threat to all of us, and knowledge is the weapon available for prevention**. People need to know and understand what AIDS is, what AIDS does, how you get AIDS and how you avoid getting AIDS. Until there's a cure, there's education.
- **BECAUSE sometimes, people with special needs are not seen by others as being sexual.** It is a fact that all humans grow and develop. That we all go through puberty, experience body changes and develop sexually. That our hormones go through growth spurts, as well, prompting desires and other strong feelings. Many people with special needs learn at a different pace from typical students. But in most cases, their hormones, their physiological functions mature at about the same time as everyone else. They experience the same hormone surges, strong feelings and desires. They are indeed sexual people. It is critical to provide them with an opportunity to understand and manage their emerging sexuality.
- **BECAUSE full, rich lives include healthy choices and an acceptance of who we are as a male or a female, an acceptance of our sexuality as part of our total personhood**. The primary goal of any sex education program is to assist people to develop a clear understanding of their sexuality, one that directly contributes to positive self-esteem.With this self-esteem comes confidence and strength. The importance of feeling good about who you are as a person cannot be overstated, for this sense of well-being leads to better choices in all aspects of life.

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How to Use Special Education F.L.A.S.H

A. Starting With The Student

Chances are, your students are already letting you know, through their behaviors that they are ready for this component of their education to be addressed. When we look beyond behaviors, to the communicative intent beneath, we see many questions and concerns..... "What's happening to me?" "Why do I feel like this?" "Where did I come from?" "Am I normal?" etc.

It may be tempting, as a teacher, to tackle the most obvious "problems" first. After all, they seem to be the most pressing. But if we focus only on the student's deficits and needs, we miss some very exciting positive aspects of this type of teaching. That's why it is so important for you, as the teacher to consider your student's strengths, and the positive goals of this unit first. Your teaching will address both needs and learning challenges, but your focus must remain firmly positive.

It may be hard to determine "how much is enough" for some of your students. The level of information you choose to provide will depend largely on your sense of your student's ability to understand the information. Keep in mind that if you teach at "too high a level", in most instances, your students will let you know through their behaviors, questions or by "tuning out" that you missed finding the appropriate level for your approach this time. Sometimes it takes more than one pass, before the plane finds the appropriate altitude in order to land.....and it may take more than one effort on your part to make the material understandable, learnable for your class.

Like the airplane, flying at too high an altitude to land will not do any harm, you'll just need to try again. Flying at too low an altitude can be more of a problem. Condescending does more damage in the long run than having unrealistically high expectations of student's sophistication level. But there are some tools that can help you gauge the appropriate level for your teaching on the first pass.

B. Assessment

Pretests and Postests provide useful information for teachers in all subject areas. Pretests identify gaps of knowledge, and postests can help to evaluate the effectiveness of the teaching and learning that occurs. Assessments also provide useful documentation for student files, and can be used as learning experiences in and of themselves.

The assessment tool included in **Special Education FLASH** (Appendix D) is a written test, designed for students used to expressing themselves on paper. It is easily modified to a verbal question and answer format, or may be administered using pictures from within the curriculum for more challenged or visual learners. It covers all of the class objectives and can be administered as both pre and post test.

Another assessment approach involves the use of anatomically correct dolls. Allow the student to explore the dolls and ask questions about the anatomy and functions of the various parts of the body. Use the dolls to roleplay and discuss social situations. Record your observations. Discuss your perspectives and conclusions with family members and other adults who know the student. Base your teaching plan on what you have learned about the student.

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C. Getting Started

1. Class Structure

- It is helpful to establish a routine for each class to build familiarity and structure. The following routine has worked well in the past and is recommended, with the added consideration that each individual teacher must feel free to add to this structure per his/her own creativity or the circumstances of the day.

  a. **Warm-up exercise**. This sets the mood or tone for the class, lends focus and calms everyone down. Some of the exercises suggested in "100 Ways to Enhance Self Concept" are marvelously suited (see Appendix F) or develop your own exercise.

  b. **Discuss the student's socialization experience**. This may be a burning issue for some students and it will help to get it discussed and out of the way so that they can focus on new information.

  c. **Relaxation exercise**. Preferably a relaxation skill that can be used in other parts of the day, but even just a simple group stretch will do - something to say "we're going to get serious now, folks".

  d. **Review the previous lesson's material**. Be sure that you don't cover new ground that requires prior understanding until the students have a firm grasp of the previous material, otherwise you risk confusion and frustration for everyone.

  e. **Presentation of new materials**. Only cover as much as you feel is being absorbed. If this means that you don't finish your lesson plan, that's okay. The important thing is to be flexible and student-oriented. Make a commitment personally to follow-up with anyone who appears confused about the material after class.

  f. **Questions & Discussion Time**. This should be class oriented discussion and can reinforce the day's teaching. This is also the time to explore socialization options for the coming lesson. It's a good idea to emphasize (and re-emphasize) the rules for the first few week's lessons; a gentle reminder that discussion is private and confidential may prevent catastrophes and confusion.

  g. **A Cool Down Exercise**. This can once again focus the class and send each individual out into their world with a positive perspective about themselves. Again, see "100 ways to Enhance Self Concept" or create your own.

2. Sample Self-Esteem Exercises

- Have students share with the class one success they have had this week.
- Ask each student to say one nice thing about the person sitting next to them.
- Have students complete the following sentences:

  1. My favorite color is.....
  2. My favorite time of year is.....
  3. My favorite holiday is.....

- For more ideas, a wonderful resource book by Jack Canfield and Harold Wells is called "100 Ways To Enhance Self-Concept in the Classroom". (see Bibliography)

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3. Sample Relaxation Exercises

- Have students tense all the muscles in their hands to make a fist. Have them hold that fist tight for a count of ten. Then release. Repeat. Have students describe how their hand feels.
- Have students stick out their tongue as hard and as far as they can for a count of ten. Then relax. Repeat. Have them describe how their tongue and mouth feel.
- Have students sit in a circle, and set a timer for 3 minutes. Students will rub the shoulders of the person in front of them, while their shoulders are being rubbed at the same time.
- Have students pair up. Set a timer for 2 minutes. Students will give each other a hand massage. After the timer goes off, switch roles. Talk about how good it feels to give and to receive.
- Have students take a deep breath and then let it out. Have them sit with their hands relaxed in their laps. Have them put their head down trying to put their chins on their chests and just let them hang. Rock the head back as far as it goes easily, then let it hang back down again. Next have students put their ear to their shoulder, one at a time. Finally, have them lift their shoulders high, hold for a moment, and then let them drop and relax.

For more ideas see Joseph R. Cautela and June Grodin's Book "RELAXATION - a comprehensive manual for Adults, Children and Children With Special Needs". (Appendix F)

D. Using F.L.A.S.H. in the Classroom

- Special Education FLASH offers a broad range of activities with suggestions for adaptations to fit specific learning styles and challenges of all students. In the lessons, the left-hand column has adaptations for more challenged learners. The teacher as a facilitator of learning, is in the best position to select activities that will work to accomplish the learning objectives for each individual student. Working together with teaching assistants, other support staff members, families and other regular and special education FLASH implementers, will greatly add to the effectiveness of this teaching.
- Plan on teaching FLASH more than once to any group of students. Since repetition is key, the course (or portions of it) may need to be repeated annually or more frequently. Consider adding a regularly scheduled FLASH period throughout the year.
- Teaching can occur intensively (daily lessons with daily opportunities for practice across settings) or less rigorously (once or twice/week spanning the whole year with opportunities for practice across settings occurring less frequently). Use the approach that works for your specific situation.
- We have found that the role of families and trusted adults in the teaching of social skills and sexuality education is critical. The ability to transfer skills learned in the classroom into skillfulness in community settings is key to social success for students in special education. Therefore, there are "trusted adult" letters and activities included in each lesson.

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E. Including F.L.A.S.H. in the I.E.P.

State laws and school district mandates differ on the teacher and parent's legal obligation to include sexuality education (especially AIDS prevention education) for all students. Find out what the regulations are in your school. (Washington State Guidelines are found in Appendix A).

Remember that the I.E.P. is a legal document. If a social skills/sexuality goal or learning objective is included in the student's I.E.P., then it must be taught. F.L.A.S.H. provides learner objectives for each lesson. More global learner objectives for each section are included below. These may be useful when planning and writing IEPs.

Introduction:

The student will actively participate in activities designed to establish a safe, comfortable learning situation for the study of social skills and sexuality.

Public & Private:

The student will be able to recognize and discriminate between public and private places, types of clothing and behaviors, and will understand the natural consequences of inappropriate public behavior.

Relationships:

The student will be able to identify and describe different types of relationships (self, family, friend, date, helper, acquaintance, stranger) and identify social skills and behaviors that appropriately accompany each type of relationship.

Communication:

The student will develop functional, appropriate, assertive communication and decision-making skills in the following areas: non-verbal communication, making requests and refusals and handling rejection.

Exploitation:

The student will be able to recognize exploitation and exploitive situations including sexual abuse and exploitation and will be able to respond appropriately and effectively.

Understanding the Body:

The student will develop a functional understanding of human anatomy, body and feeling changes of puberty and sexual health and hygiene.

Reproduction:

The student will develop a functional understanding of both the biological aspects of human reproduction and the responsibilities involved in parenting and sexual decisions.

STDs & AIDS:

The student will develop a functional understanding of how STDs (including AIDS) are contracted, how they are prevented, and how to respond effectively and responsibly in the event that an STD is contracted.

Resources & Review:

The student will be able to identify and access available resources for further learning and discussion of social skills and sexuality related topics, and will be able to identify interest areas for future study.

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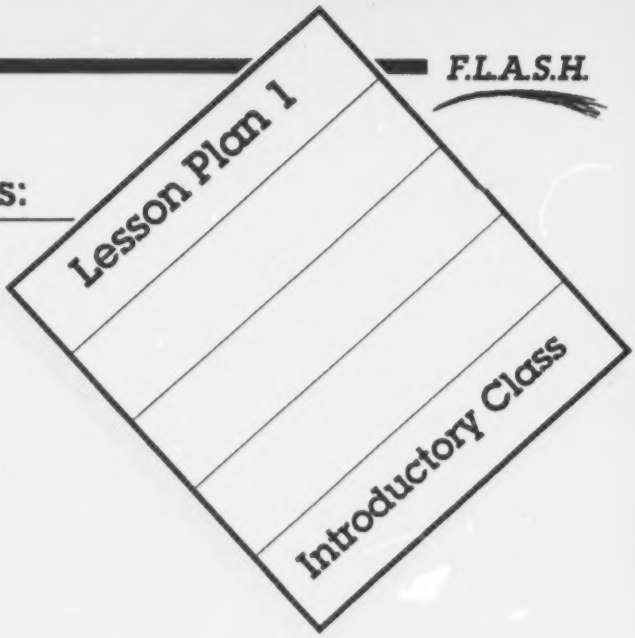

Student Learning Objectives:

to be able to...

1. Say the name of the class/unit
2. Identify ground rules for the class
3. • Identify one thing they like about themself
4. Identify one thing they might like to learn
5. • Identify a trusted adult

Materials Needed:

Folders - one for each student (these should be able to accommodate three-hole punched materials neatly)

"Polaroid" camera and film (optional)

Magazine pictures, glue colored pens

One copy of each worksheet for each student

Classroom & trusted adult transparencies

Agenda:

1. Introduce and describe the unit
2. Identify ground rules for class
3. Create folders
4. Group exercise - sharing folders
5. Introduce "Trusted Adult" concept
6. Present the worksheet

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The purpose of the introductory lesson is to create a classroom climate with a structure where discussion of heavily value-laden topics feels safe and comfortable. Student generated "Rules" will facilitate this climate and are part of the lesson plan.

It is also important to "hook" your students at this point, to help them see that the unit will be useful for them, not too "scary", and maybe even fun! The first class includes both a "safe" individual exercise and a "safe" group exercise, so that they can experience both types of learning.

Activities:

"This class is about getting along with other people and how our bodies work"

1. **Introduce and Describe the Unit.** Begin by describing the unit as you plan to structure it.

   Teacher Note: The sequencing of the next two activities (2. class rules and 3. folder creation) may be reversed if that better meets the needs of your students.

Project the class transparency and discuss the alternate case study.

2. **Identify Ground Rules for the Class.**

A. **Case Study** Explain that you are going to start by reading a case study.

"Once there was a class like this that really flopped. There were a couple of kids in the class who made other kids feel very bad. They didn't mean to, it just happened.

One kid (I'll call him "Rob") laughed and made rude comments whenever someone asked a question. Soon the rest of the class stopped asking questions - they didn't want to be laughed at! Another kid (I'll call her "Joanne") was constantly interrupting the other kids. It was hard to finish a sentence!

Still another kid ("Bill") used really rude words in the class, words that made the other students feel very uncomfortable. Things got to be really bad in the class, no one felt comfortable and no one was learning

A couple of years ago there was a class like this that really flopped. On the very first day, the kids in the class were talking about flirting and 'come-ons'. A student I'll call 'Rob' announced that he already knew how to handle a 'come-on'.

He said "Girls don't come-on to guys unless they're sluts, so they deserve what they get. And if a guy ever tried anything, I'd punch the faggot out."

After class, two people came up to the teacher and asked to be excused from the class. They each sat down in private and had long talks with the teacher.

It turned out that one student (I'll call her "Jenny") had been raped by her boss the week before. She felt as if "Rob" was blaming her . . . saying it's your own fault if you get raped. Of course it isn't; but it's easy to feel that way when it's you. She couldn't stand to be in class with "Rob".

The second student (I'll call him "Michael") was furious at "Rob's" name-calling. "Michael's" father was homosexual (gay) and he wasn't going to stick around while people called his father names. "Faggot" of course, is a put-down, just like racial or religious put-downs.

In fairness, you have to understand that "Rob" had no idea that "Jenny" had recently been raped or that "Michael's" father was gay. It never occurred to him that anyone would be hurt or offended by his remarks. He needed a little education. He needed to learn that there are ways to express your opinion without hurting other people's feelings. . . and he needed to learn that you never know the life experiences of the people around you.

Of course, "Jenny" and "Michael" have every right to excuse themselves, if they must. . . but the incident should never have happened in the first place.

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anything. The teacher decided to try to change the situation.

She asked the students to think of some class rules that would make people feel more comfortable being in class and asking questions."

Ask: "What rules might have helped?"

Copy the transparency, laminate and post as a cueing system for students on an on-going basis.

Present two or three simple rules in a very clear form.

Be nice

Listen

All questions are OK to ask

Take turns

Explain that the teacher in the class felt responsible for the crisis . . . and that you told the story to the class in hopes that you could talk about it and prevent this kind of thing from happening "in our class".

(this case study was adapted with permission from 9/10 FLASH)

B. **Project the transparency** of the classroom experience. Discuss the positive behaviors of the students pictured as examples of classroom rules that might help students feel comfortable and safe.

Note the positive elements:

- student asking a question by raising hand (all questions are good questions, taking turns, getting teacher's attention)
- students listening to other student talking (using grown-up language, being polite, listening to other people)
- students sitting and paying attention

Discuss changes that might have occurred in the case study if **these** rules had been in place in that classroom.

C. **Brainstorm** a list of possible ground rules (stated in positive terms) for this class and write responses on the board or on butcher paper with big pens. Ask "Can anyone think of some ground rules for our class that might make people feel safe about speaking up during class?"

Some possibilities:

- Be grown up
- Take turns
- Everyone has a right to be heard - wait for other people to finish talking
- Any question is a good question
- Everyone has the right to pass or not talk
- Listen to other people
- Use grown-up language (medical words if you know them, instead of baby talk or slang)

As rules are generated, ask for specific examples of each rule that would illustrate the rule clearly for all students.

Model an appropriate behavior first, then roleplay the inappropriate opposite behavior with a teaching assistant Ask students to identify what's wrong; what needs to change. Finally, ask students to model the correct behavior.

D. **Teacher Rules**. The following statements may prevent problems in the classroom:

"We'll try to use medical language in this class. But if you don't know the medical word for something, ask the question using the word you do know and when I answer I'll use the correct word."

28

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For non-writers, copy the rules onto the worksheet and duplicate for students. Discuss rules at the start of each class.

E. Once the rules have been generated, ask for student's opinions about which are the most important. Choose three or four rules and write them on the board or a piece of paper that can be posted and used for continued reference.

F. Handout the rules worksheet. Ask students to copy the rules onto their worksheet to be included in their workbooks.

G. Post and review the rules at the start of each class session. Re-teach using examples if necessary. Add new rules if necessary.

Some students may require more support with this project. Work one-to-one and have them point to magazine pictures of things they like. Cut out the pictures and help them attach to the folders.

Ask students to hold up their folder and say their name. APPLAUSE!

3. **Create Folders.** This exercise is done on an individual basis with support provided as needed.

A. Each student will create a folder (use some type of binder that will accommodate three-hole punched paper in a functional way) for worksheets and handouts from FLASH class.

B. Decorate the cover with:

- a "polaroid" picture of the student
- student's drawing of him or herself
- student's drawing of something he or she likes, or
- a cut out magazine picture of something he or she likes.

For non-verbal students, go around the room and tell students one thing that is likeable about them.

Ask students to point to something they like about themselves; something they like about another person.

4. **Group Exercise: Sharing Folders**

A. Ask students to stand up in front of the group and hold their folder up for the other students to see. They can explain their art or their choice of picture. Applause.

B. Ask students to say one nice thing about the person sitting next to them. Model giving a compliment appropriately and also receiving it with a simple "Thank you".

C. Ask students to say one thing they like about themselves.

Teacher Note: This exercise may be hard for some students who are used to thinking in terms of deficits and not strengths. You may need to do some prompting. Passing around a hand mirror and asking "What do you like about the person in the mirror" may also help students to say one thing they like about themselves.

Use a photocopy of the transparency to illustrate the case study working one-to-one.

Modify the case study as needed to make it more relevant for some students. For instance, you might describe a lunchroom scene where someone is laughing at another person, and feelings are hurt. Who could that person talk to?

5. **Introduce "Trusted Adult" Concept.**

A. Post the trusted adult transparency and read students the following case study:

"A student in a different school (I'll call her "Joan") was very confused."

It seems some of the kids from an older class had been bugging her at lunchtime in the cafeteria. They were asking about the school dance that was coming up and one big guy, who "Joan" really was kind of afraid of, said "Hey baby, wanta boogie with me on Friday?" He was with a big group of friends and they all laughed when he said it to "Joan".

"Joan" couldn't tell if the guy was serious or not - something didn't feel quite right and she thought he might have been making fun of her. She felt awful and left the cafeteria.

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Or perhaps a student has a question about something important to them. Who could that person ask?

Joan was very confused by her feelings. She really needed to talk to someone about how she felt, but she wasn't sure who she should ask."

Another student, Ray was also upset. His parents had a big fight the night before, and his father hit his mother on the arm. She didn't really seem to be that hurt, but she sure was crying a lot. Ray went over to her and tried to help. Then Ray's father yelled at him, too, and told him to "get out of the house if he was going to interfere." Ray started crying and went to his room.

Ray felt embarrassed and upset by what had happened - and it wasn't the first time, either. He didn't know who to talk to about how he felt, what he had seen."

If a student is unable to come up with a "Trusted Adult", consider other options within the school system (another teacher, an assistant, counselor or volunteer).

B. Ask the students if they can think of someone, a "trusted adult" that Joan and Ray could talk to. Help them identify generic options first (parents, clergy, teachers, counselors, neighbors, aunts or uncles) and then on an individual basis, name one person they would feel comfortable talking to about their feelings.

Teacher Note: Work individually with students if the second part of this activity becomes awkward or uncomfortable for them.

For some students, you may want to go through the worksheet during class, verbally instead of sending it home with them.

6. **Present the Worksheet**. The self-esteem worksheet is intended to be completed either independently or with a "trusted adult".

Explain to students that this worksheet is optional, that they do not have to complete it. Make yourself available as a resource for students who want to do it but haven't yet identified a "trusted adult".

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Dear Trusted Adult,

We are starting a unit called F.L.A.S.H. (Family Life and Sexual Health). We will be learning about social skills and sexuality - survival skills for all students. Understanding how to get along with others and how our bodies work is critical learning, learning that will help young people in all settings throughout life.

In class we talked about the concept of the "trusted adult". Each student identified someone they trusted that they could talk to privately and honestly if they had questions, concerns, or problems about growing up;.someone he/she feels comfortable talking to.

Congratulations!

You have been identified by _____ as a "trusted adult".

Students were given an optional worksheet to work on with you. It is the first of a series of "trusted adult" exercises. These exercises are completely optional, and strictly confidential. They will not be turned in to me or discussed in class. This is simply a way for you to:

- *reinforce classroom learning*
- *share information*
- *find out what your young adult is thinking about, or worrying about, regarding growing up.*

You can expect to receive other "trusted adult" exercises. These sheets will describe the lesson taught in class and supply some suggestions for further discussion and activities which support classroom learning.

In the introductory class, we talked about and developed ground rules, so that people will feel safe talking in class. We also discussed some things we might like to learn about in this class. We made special folders for this class and decorated them by ourselves. Then we shared them with the rest of the class.

If you have any questions or comments, please call me.

Sincerely,

_____

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

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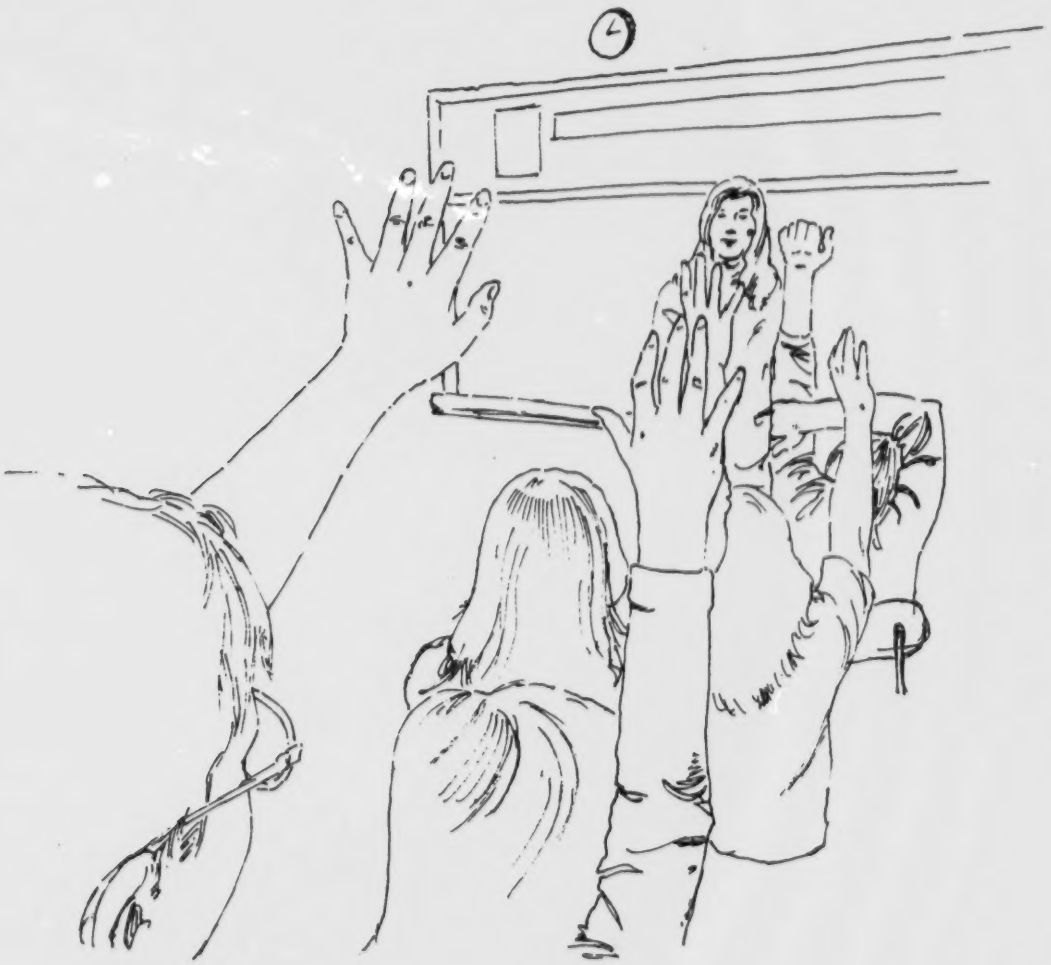
Classroom Transparency



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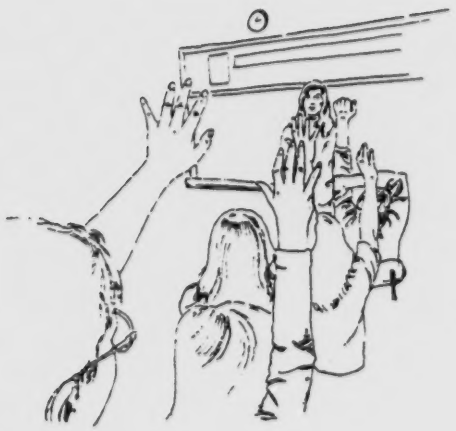
Rules



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Trusted Adult Transparency

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Worksheet

1. **Complete the sentences and discuss:**

   A. My favorite food is.....

   B. My favorite TV show is.....

   C. My favorite color is.....

   D. One thing I like about my home is.....

   E. One thing I like about my class is.....

   F. One thing I like about my face is.....

   G. One thing I like about my body is.....

   H. One thing I am really good at in school is.....

   I. One thing I do very well at home is.....

2. **One thing I want to learn in F.L.A.S.H. Class is.....**

3. **One person I can talk to, a "Trusted Adult", if I have questions or problems, is.....**

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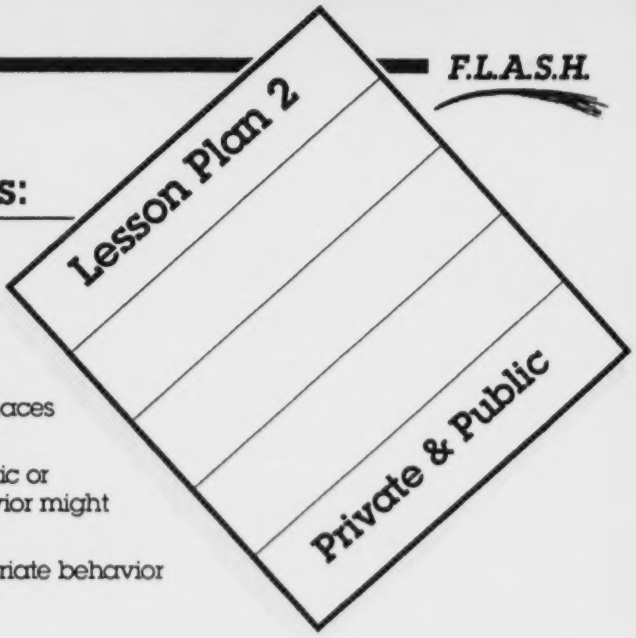

Student Learning Objectives:

to be able to...

1. Explain the difference between public and private in his/her own words
2. • Correctly label pictures or descriptions of places as public or private
3. • Correctly label described behavior as public or private and identify places where the behavior might appropriately occur
4. • Identify natural consequences of inappropriate behavior

Materials Needed:

Magazine pictures of places, both indoors and outdoors that can be classified as public or private (try furniture catalogues, home decorating magazines, landscaping magazines and newspaper ads

Magazine pictures of people wearing different types of clothing - underwear, bathing suits, dressed for work or school, pajamas, sweats, etc. (try ads and clothing catalogues)

Colored pens

A copy of the body parts worksheet and the trusted adult worksheet for each student

Agenda:

1. Define public and private
2. Picture sorting
3. Body parts worksheet
4. Picture sorting-clothing
5. Group exercise – "What I did this morning"
6. Situations and discussion
7. Public and private language

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This lesson teaches key concepts for F.L.A.S.H. Many behaviors are considered to be inappropriate only when they occur in an inappropriate context. Doing the right thing at the wrong time or in the wrong place has gotten many young people into precarious situations.

The discrimination between public and private as two general concepts can be tricky, both to teach and to learn. It is therefore important to clearly define and be specific about places and behaviors that are private, places and behaviors that are considered public.

Another subtle distinction to address is whether a place might be considered private to "do" or private to "talk". For instance we might say to someone, "Come over here so we can discuss that privately". However the place indicated might not be necessarily considered a "private" place for other behaviors, such as masturbation or certain grooming activities.

Since public and private is such a building block concept for the other work in F.L.A.S.H., be sure your students understand it thoroughly. Review the concepts often, and reinforce this learning through other school and non-school activities, using "Teachable Moments", and asking, "Is this private?....."

Activities:

Instead of having students brainstorm places, behaviors and types of clothing that are public or private, have them choose from two offered selections - perhaps in picture form - and either sort or label the choices as appropriate in public or private.

1. Define Public & Private.

A. Begin by defining terms. Provide as many concrete examples of each definition as you can think of. Some language that may be helpful is provided below:

- for the general concepts of public and private:
  "Public is different from private. Public is when there are many (2 or more) people; private is when there is just one person."
- for the discrimination between public and private places;
  "Public places are places where you are likely to see other people as well as yourself. Private places are places where you are usually alone." It may also be helpful to specify private places as "in your bedroom (unless you share a room) or bathroom by yourself with the door closed."
- for the discrimination between parts of the body that should be covered when in public or when in private:
  "When we are in public places,we wear clothing that covers our bodies. Usually, most of our body is covered with clothing, but certain parts of the body are always kept covered. in public places. These parts are the breasts, pubic area and bottom on females, the penis, scrotum and bottom on males - the parts covered by our underwear. Sometimes in private places, like the bathroom, or when changing clothes, these parts of the body are not covered.
- for the discrimination between private and public behaviors including language:
  "Public behaviors and language are used when you are with other people, in public. If you behave in public in an appropriate/OK way, people will not think you are strange, will not laugh at you. Other behaviors are considered to be private. Things like going to the bathroom, brushing your teeth, adjusting your underwear, burping, or picking your nose. If you do these private things in public places, people may think you are acting inappropriately, that it is NOT OK, and they may laugh at you or think you are strange."

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Modify the brainstormed lists of places, behaviors and items to use them as worksheets. Have three columns - the first is the listing, the second is headed "Public", and the third is headed "Private". Leave enough room in the last two columns for the student to place a check mark and write several reasons why they decided the item was public or private.

For more challenged learners, it will be helpful to use diagrams like these to explain the difference between public and private. Definitions may also be changed - to being with other people (public) and being by yourself, alone (private).

Place the two symbol cards on the table and work with students to decide if pictures should go on top of the private card or on top of the public card. Discuss the reasons for the decisions with the students, remembering that students may understand more than they are able to express.

You may want to divide the class into small groups, with more challenged students in one group, and students with the mildest challenges in another. Activities can be chosen that support the learner objectives but respect individual paces.

B. **Brainstorm** with students, other examples of behaviors that might be considered inappropriate (not OK) because of the place where they occur. Discuss their reactions (what they think, how they feel) if they were to see one of these examples occur - and the probable reactions of other people. Some examples:

- a man is brushing his teeth on the bus on the way to work.
- a man and a woman are kissing and hugging really hard while standing in line at McDonalds.
- a girl is at a group picnic. She stands up on one of the picnic tables, pulls down her pants and goes to the bathroom on the table.
- It may be helpful to use diagrams like these to explain the difference between public and private.

Private Public

2. **Picture Sorting.**

A. **Collect magazine pictures of places** - both indoors and outdoors, both with people in them and without people in them. A good source for room pictures is furniture store advertising.

B. **Have students look at pictures and label them as public, private or sometimes public and sometimes private places.**

Pictures can either be:

- sorted into piles, or
- taped to two ends of the blackboard/wall with unclear pictures in the middle. This forms a continuum, and the reasons for posting the pictures in different places can be discussed.

3. **Body Parts Worksheet**

A. Hand out the body parts worksheet and colored pens to each student.

B. Reread/review the explanation of parts of the body that are covered in public places, but not necessarily covered in private places.

"When we are in public places,we wear clothing that covers our bodies. Usually, most of our body is covered with clothing, but certain parts of the body are always kept covered. in public places. These parts are the breasts, pubic area and bottom on females, the penis, scrotum and bottom on males - the parts covered by our underwear. Sometimes in private places, like the bathroom, or when changing clothes, these parts of the body are not covered."

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Ask students, "Where does underwear go?" Have them point to and then color area in.with teacher or assistant outlining underwear regions with a dark marker. Identify these colored areas as "private parts of the body - parts that are not shown when in public places."

C. **Have students identify and color** in the parts of the body that must be covered when in public places.

D. **Brainstorm** with students which parts of the body should be covered in different places. Explore confusing situations - (like in a doctor's office, or when changing into a swimsuit in a room without separate cubicles) Use the list of places given below as a starting point and add your own.

- at the beach
- at school
- at a party
- getting dressed to go to a friend's house
- getting changed into a swimsuit in a public change room
- at the doctor's office - in the waiting room, in the doctor's office, and on the examining table.

For some learners it may be more useful to work with only a few pictures (2 or 3 of each example) and lead the discussion more actively.

4. Sorting Pictures

A. **Divide students into small groups** and give each small group a stack of magazine pictures of people wearing different kinds of clothing. (a good source is advertisements from clothing stores. Be sure to include underwear and bathing suit pictures in the collection)

B. **Have students sort the pictures into piles** - one pile for people wearing clothing that covers only private parts, one pile for people wearing clothing that covers more than private parts. Discuss that some clothing is appropriate for wearing in public places, some is appropriate for wearing only in private places (underwear) and must be covered with other clothing.

Describe for students what you, the teacher, did this morning to give concrete examples.

5. Group Exercise - "What I Did This Morning"

A. Have students brainstorm a list of behaviors that occurred this morning on their way to school.

Some behaviors might include;

- going to the toilet
- brushing teeth
- eating breakfast
- getting dressed
- making lunch
- grooming
- using transportation
- putting lunch away at school
- greeting friends & teacher

B. Have the students label the behaviors as public or private behaviors, and explain the reason for their label.

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6. **Situations & Discussion**

A. **Read the following situations** out loud to the students, one at a time, following each with steps B, C & D.

1. *Mary was riding the bus to school, and sitting with her friend Joanne. Joanne said, "Mary, you must really have been in a hurry this morning! Your shirt is on backwards!" Mary looked closely and saw that yes, her shirt was on backwards. She knew that that was the wrong way for her shirt to be, so she took it off and put it on the right way, right there on the bus! Other students who were riding the bus started to laugh, some of them whistled and pointed, and one boy reached over and tried to touch Mary.*
2. *Bill got changed after gym class and discovered that the zipper on his jeans was broken. He could not pull it up. He wasn't sure what to do about his problem so he decided to get some help. Bill took off his jeans, walked out in his underwear and went to his next class. Other kids in the hallway pointed and stared, a few kids laughed and one kid yelled "you pervert!"*
3. *Bill's underwear shrunk in the wash. Bill didn't know what was wrong, but it seemed like his pants were very uncomfortable, especially during spelling class. So Bill pulled at his pants to try to make them more comfortable. Other students in the class started to giggle, and snicker, and point at Bill, and the teacher asked "Is something wrong?" Bill said, "My pants are pinching my cock! That's what's wrong!" The students burst into laughter, and Bill's face turned very red - he was very embarrassed and didn't like being laughed at.*

B. **Ask students for feedback**. Why do they think the students acted as they did? What was inappropriate/not ok about the behaviors or the place?

C. **Have students suggest alternative** behaviors or places that would be considered appropriate.

D. **Roleplay the situations**, with appropriate changes roleplayed by student volunteers. **It is important not to practice errors in judgement, though, so if you roleplay, roleplay the change, not the initial situation**. All students can participate in the role-playing by being 1) other students on the bus, 2) classmates in either the change room or in the hallway, or 3) classmates.

This activity can be considered optional for non-verbal learners.

7. **Public & Private Language**

The last situation brings up the use of different types of language. Some words and topics are okay/appropriate to use and discuss in public situations and some are not okay/inappropriate (may embarrass others).

A. Have students list words they know for different parts of the body (including genital anatomy), and different functions of body parts (including reproduction and toileting), and write them on the board.

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B. **Ask students to identify** whether or not the words or topics are OK/appropriate for discussion:
   1. in the classroom during F.L.A.S.H. class, (Yes)
   2. when talking with their friends, (Maybe)
   3. when talking with a trusted adult, (Yes)
   4. at the dinner table with guests present. (No)
   5. during a school assembly (No)

C. **Identify situations where it is important to use whatever word you know in order to get your message across** (eg. if you are hurt, if you have been touched in a bad or scary way and are telling someone you trust about it, if you have a question for the adult you trust).
   - Explain further that in this class about how bodies work, students should try first to think of the medical word to ask their questions. If they only know the slang word, however, then students should use whatever word they know to ask questions; the teacher will answer using the correct medical word.

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Dear Trusted Adult,

In class we talked about the concepts of Public and Private. We learned about places, parts of the body and behaviors that are considered public and private. We also learned about other people's reactions when someone does something private in a public place, or in an inappropriate way.

Since different people think differently about what is public and what is private, it would be helpful to discuss specific parts of your home that you consider public or private.

It would also help to identify topics of conversation that you consider appropriate or inappropriate/okay or not okay under different circumstances.

The following questions are provided for you to discuss to reinforce learning from class.

Questions (use only the questions that seem appropriate to you):

1. *What is our home rule about using the toilet/shower?*
2. *What is our home rule about dress - what parts of our home can I be in without clothes, with only underwear on, with pants and shirt (fully dressed)?*
3. *What is our home rule about me touching my own body? What about touching my genitals? Where in our house is that okay?*
4. *What are the private places in our house? What are the private places in our neighborhood? What are the private places in our community?*
5. *What are the public places in our house? What are the public places in our neighborhood? What are the public places in our community?*
6. *What is ok to do in each of these places? (urinate, read a book, take a bath, get dressed, hug a friend)*

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

42

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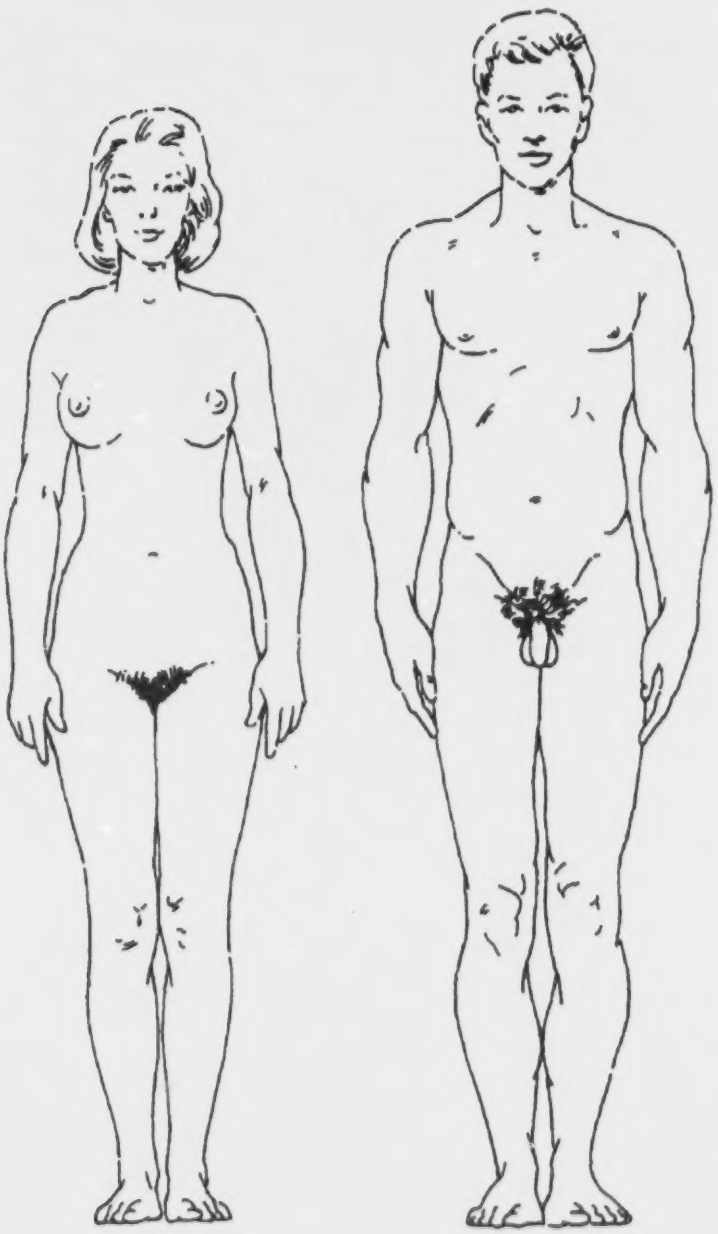
Body Parts Worksheet



43

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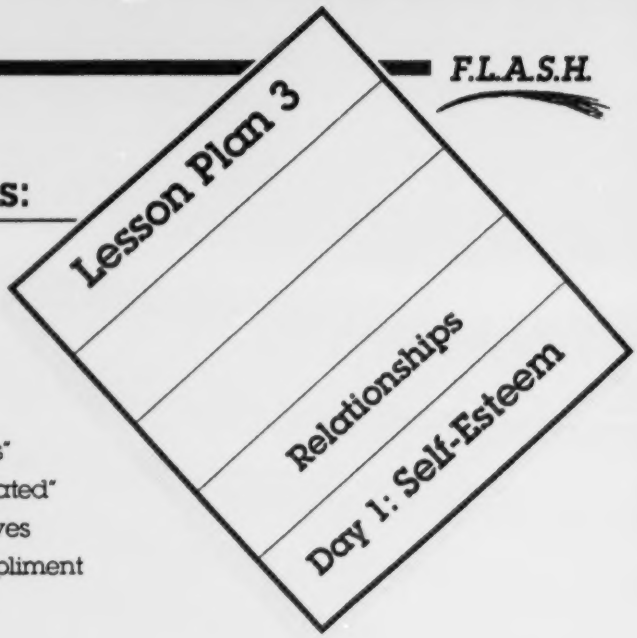

Student Learning Objectives:

to be able to...

1. • Identify ways in which they "belong"
2. • Identify ways in which they "can do things"
3. • Identify ways they knowthey are "appreciated"
4. • Identify one thing they like about themselves
5. • Identify an appropriate response to a compliment

Materials Needed:

Magazines, scissors, glue and poster paper for collages

Polaroid pictures of some students

Transparencies, posters or handouts of the "I Belong", "I Can Do Things" and "People Appreciate Me" pictures

Hand mirror(s)

One copy of the worksheet for each student

Agenda:

1. Define self- esteem.
2. Explore the concept "I belong"
3. Explore the concept "I can do things"
4. Explore the concept "People appreciate me"
5. Individual exercise: Self portrait collage
6. Sharing collage with the group
7. Worksheet: "I like..."
8. Compliment circle
9. Mirror work

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Self-esteem, how we feel about ourselves, is a critical part of social skills and sexuality education. Building a strong, positive sense of "who we are" underlies the ability to relate in safe and healthy ways to other people. It is important to explore the components of self-esteem individually, and then to realize that positive self-esteem is something we can work on and enhance.

Developing positive self-esteem doesn't end with this lesson - it is an ongoing task and must be incorporated into all aspects of your teaching.

Activities:

Self-esteem means: "*how you feel about yourself - this can be positive or negative, good or bad*"

1. Define Self-esteem.

A. Ask the class this question:
"What do we mean when we talk about self-esteem?"
"How we feel about ourselves."

B. Discuss with the class that having lots of positive self-esteem, liking yourself a lot, helps with many aspects of life. People with high self-esteem tend to make healthier choices for themselves, they tend to make and keep friends more easily, and live happier lives. This whole unit, learning about ourselves, our bodies and our relationships will help students develop high self-esteem. But today we will look at self-esteem by itself as a concept.

C. Explain that how we feel about ourselves changes every day and during the day. Like treasure in a treasure chest, positive self-esteem can fill it up and negative self-esteem can take it out. Some of this can be controlled by us, but some is determined by how other people treat us.

For students whose verbal skills are more limited, use actual pictures ("polaroid" pictures or photos sent from home) of groups they belong to (family, classroom, team, etc)

Take a class photo for each student's workbook. Ask students to point to themselves in the picture.

Have students respond to their name when called out in a group

2. Explore the concept "I belong".

A. Explain to the class that *"Everyone needs to feel that they belong. You fee this way when someone chooses you to be on their team. You feel this way when friends and family get together for a birthday party. You feel this way when everyone's going somewhere and they say 'aren't you coming?' You feel this way when you're home sick and someone calls just to see if you're OK. You feel this way when someone invites you to be in their club".*

B. Show the "I Belong" picture (as a transparency, enlarged to make a poster, or as a handout). Discuss the pictures with the class and have them talk about ways in which the people in the picture seem to "belong" to the group. (part of a family gathering for a meal, members of a team, part of a group of friends).

C. Ask students to describe situations in their lives that make them feel like they "belong". All students should be able to describe at least two circumstances - their class, and their living situation. Prompt students to come up with other examples of times when they have felt they "belonged". (birthday parties, friends gathering, riding somewhere on the bus, Special Olympics events, People First meetings, special class events - dances, team sports, etc) Feeling like you belong gives you positive self-esteem.

D. Ask students to describe how it feels to "belong". (good, happy, smile, proud, pleased to be included)

45

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Have students express non-verbally how they feel about being part of that group - about "belonging". (smiles, facial expressions, hand on a friend's shoulder)

E. Ask for examples of when students felt they did NOT belong. Being rejected takes away from self-esteem. Some students may have experienced rejection within groups, or may not have been made to feel like the group they belonged to was one to be proud of. Anger or sadness may need to be expressed.

F. End this section with a discussion of how we can help others feel welcome in groups, and how we can help others to feel that they too, belong.

Take "polaroid" pictures of students doing things well. or find pictures of other people doing similar tasks.

3. Explore the concept "I can do things".

A. Explain to the class that *"Everyone needs to feel like they can do things. Jimmy is only three years old; he feels this way when he puts his clothes on all by himself. Katy is seven; she feels this way when she rides her bike by herself for the first time. Damien is in a wheel chair; he feels this way with his new electric wheelchair that allows him to go places without being pushed by others."*

Ask students to express non-verbally how they feel when they do something well. Smiling, showing pride through facial expressions or body language, sitting up a little taller - all are ways we express how we feel when we "can do things".

B. Show the "I Can Do Things" picture (as a transparency, enlarged to make a poster, or as a handout). Discuss the pictures with the class and have them talk about how the people in the pictures feel about the things they can do.

Optional Activity: Copy this transparency and use as a worksheet. Ask students to circle the things they can do.

C. Have students think of things they can do and share them with the class. Try to encourage each student to share at least one thing they can do - even if it's as simple as "smiling on Monday morning"..

D. Ask them to describe how it feels to "be able to do things". (proud of yourself, happy, want to show off your accomplishment, pleased)

E. Ask them to describe how it feels not to be able to do things. Being able to do things adds positive self-esteem. Not being able to do things often takes away self-esteem.

F. End this section with a discussion of how we can help others feel good about their accomplishments and that we can **all** "do things".

The concept of "appreciation" is complex - a simpler substitute is the concept "people like what you do".

Use the "polaroid" pictures from step 3 "I can do things". Show the pictures to the students, and then show appreciation for what they did in the picture - either a pat on the back, a handshake, perhaps a verbal "good job", a sticker award or some other appropriate gesture of appreciation for a good job well done.

4. Explore the concept "People appreciate me".

A. Explain to the class that "*People need to feel appreciated. Mary is doing her chores when the phone rings. She asks her little brother, Jack to answer the phone. He answers it and takes a message for Mary. She says, 'Thanks, kid!', and Jack feels appreciated. When her mother comes home, she sees that Mary has straightened up and she says, 'The house looks great, honey." Mary feels appreciated. Mary's Mom opens a shopping bag and shows Mary the cookies Mary's been asking for. Mary grins. 'You remembered,' she says, hugging her mother. Her mother feels appreciated.*"

B. Show the "People Appreciate Me" picture (as a transparency, enlarged to make a poster, or as a handout). Discuss the pictures with the class and have them talk about ways in which the people in the pictures show appreciation for one another.

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Ask students to express non-verbally how they feel when they are appreciated - again, it may be a smile, or a feeling of satisfaction shown through facial expressions.

C. Have students think of times when they have felt appreciated and share them with the class. Situations might be from home (being thanked for doing the laundry, or the dishes) or from school (being acknowledged for helping with classroom equipment or clean-up, or just doing a good job on schoolwork).

D. Discuss different ways that people show that they appreciate what you've done. They may thank you verbally, or give you some money (a paycheck). They might also shake your hand, give you a "high five" or even an award.

E. Ask them to describe how it feels to "be appreciated" and not appreciated. Being appreciated adds to self-esteem, not being appreciated takes away from self-esteem.

F. End this section with a discussion of how we can help others feel appreciated. A large group "High Five" for a good job well done in this class might be in order!

For some students, you may want to teach each of the three concepts as an individual lesson, then summarize as a fourth lesson on this subject.

G. Summarize this part of the lesson. Ask students to name the three parts of self-esteem we've talked about today.(I belong, I can do things, People appreciate me).

Point out the fact that we have some control over what happens in these three areas.

1. We can join groups, so we belong, and work to include others.
2. We can work on skills so that we have a feeling of accomplishment and can say with pride, "I can do things".
3) We can show appreciation for what others do - then they will likely return the favor and show appreciation for us in ways that are meaningful.

Work individually with students, having them point to pictures in magazines of things they like. Cut out the pictures and glue them onto poster paper with the student.

5. Individual exercise: Self portrait collage.

A. Distribute supplies to individual students or small groups of students. (available magazines, scissors, glue and heavy poster paper - one sheet per student).Provide a variety of types of magazines (activity, clothing, multi-ethnic).

B. Have students cut out pictures of things they like about themselves or others and paste them onto a piece of poster paper to create an "I Like" collage. Put names on the back of collages, or have students write or work their names into the collage in some way.

C. Collages can be an ongoing project. Leave materials available so that collages can develop as time goes on. This allows you to set a time limit of 5 to 15 minutes for this activity during today's lesson.

D. Finished collages can be laminated with clear contact paper, posted in the classroom, or taken home.

Have students hold up their collage for the group to see. Applause!

6. Sharing collage with the group.

A. Being asked your opinion is an important part of developing self-confidence and positive self-esteem.

Remind students that our choices and preferences belong to us and are a part of our identity. Therefore, everyone's choices about things they like will be different, just as each student is different.

B. Have students hold up their collages for the rest of the class to see. Ask the student to comment on their favorite part of the collage. The rest of the class applauds.

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For some students it may be more helpful to work one-to-one on this exercise with specially prepared materials. Collect the following: a) a menu with pictures of food items, b) magazine pictures of three different recreation activities (example: watching TV, riding a bike, playing cards) and c) a clothing catalogue page with three or more choices of items (example: 3 different colors of shirts)

Have students point to their preference in each case, to finish the sentence "I like....."

7. Worksheet: "I like..."

A. Start by explaining that in order to like ourselves, we need to think about other things that we like, too. This exercise in completing sentences uses starter statements about things "I like....", and asks students to complete the thought.

B. It may be used in two ways:

- as a discussion tool, going around the room and having each student complete the same statement, or
- as a homework assignment.

You may find that you want to complete two or three of the statements in class and then have students finish up at home with trusted adults.

C. To use as a discussion tool, pass out copies of the worksheet and model an appropriate response. Remind students of the rule that says that students may "pass" in this class. Then ask each student in turn to complete the sentence with his or her own preference.

Point out that our choices are all "correct" (there are no wrong answers), and that our choices belong to us. What we like is part of who we are, part of our identity.

A compliment is: "*saying something nice about someone else*"

8. Compliment Circle

A. This exercise allows students to practice giving and receiving compliments. Define the word **compliment** for your students.

"When you pay someone a compliment you give them a word gift. Saying something positive about someone, whether it's about something they did, or who they are, is a nice thing to do. Compliments help to make people feel good about themselves. Compliments should be honest.- you should really mean what you say."

B. Remind the group, again of the class rule "No Put-downs."

An appropriate non-verbal response to a sincere compliment might be a simple nod.

C. Model giving and receiving a compliment. Be specific and honest in the compliment, using the person's name. The response should be a simple and gracious "Thank You", or "Thanks, I like it too." example:

"Joanne, I really like your new blouse. The color is pretty with your hair."

"Thanks".

D. Ask students to sit in a circle. One at a time students turn to their left and pay the student sitting next to them a compliment, saying one thing they like about that person.

E. The student receiving the compliment responds appropriately. Remind students that all they have to say is a simple "Thank You".

Important Note: This exercise may make people feel uncomfortable, and participation should be optional.

9. Mirror work.

A. Modify the compliment circle exercise by passing a hand mirror around the circle and asking that students say one thing they like about the person in the mirror.

B. A large group round of applause for everyone is a nice way to close this lesson.

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Dear Trusted Adult,

In class we learned about self-esteem.

We talked about three important aspects of self-esteem;

- *the need to feel that "I belong",*
- *the need to feel that "I can do things", and*
- *the need to feel that "people appreciate me".*

You can continue to foster self-esteem and reinforce this part of learning by:

- *including them in some activity (to give them a sense of belonging and give the gift of "belonging" to someone else)*
- *helping them to find peers with whom to socialize (and build a sense of belonging)*
- *complimenting them on some skill (to give them a sense of being able to do things),*
- *thanking them for something they have done well (so they feel appreciated).*
- *discuss how you felt when you were their age. Did you feel popular? Did that change with time?*
- *model "thank-you's" for chores and other "responsibilities". Be specific in your compliments - not just "That's great!" but, even better, "Thanks for making your bed. Your bedspread is so straight and I don't even have to pick up your pillow. I appreciate it!"*
- *encourage them to notice and comment when someone else does something well (e.g. "This dinner is delicious, Dad. I really like the spices in the chili.")*
- *Another exercise you can do to support this lesson, is to discuss how students would complete the following sentences:*

  1) One way I make other people feel good is.....

  2) One thing I can do is.....

  3) One person who likes me is.....

Repeat the exercise, but this time, you, a trusted adult will complete the sentences.

If you have any questions or comments, please call me.

Sincerely,

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49

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"I Like....."

1. One thing I like to do is.....

2. One thing I really like to eat is.....

3. One TV show I really like to watch is.....

4. My favorite color is.....

5. One thing I really like about my class is.....

6. One thing I really like about my teacher is.....

7. One thing I really like about going to school is.....

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I Belong

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I Can Do Things

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People Appreciate Me

53

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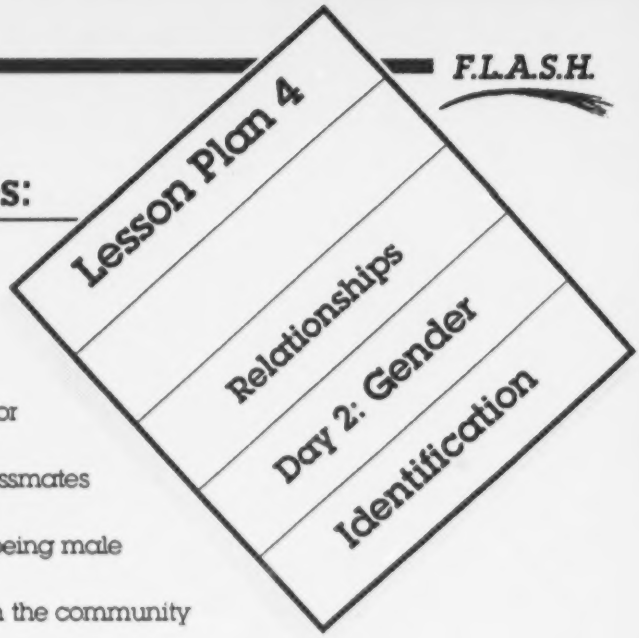

Student Learning Objectives:

to be able to...

1. • Correctly label pictures of people as male or female, boy or girl, man or woman
2. • Correctly identify themselves and their classmates as male or female
3. Discuss advantages and disadvantages of being male or female
4. • Indicate which restroom they should use in the community given two choices

Materials Needed:

Magazine pictures of males and females, boys and girls, men and women, (individuals, same sex groups and in mixed groups)

Restroom sign cards (copied, cut out and pasted onto cards)

One copy of the worksheet for each student

Agenda:

1. Defining genders
2. Picture sorting
3. The "Gender Game"
4. "What's great about being a ..." worksheet
5. Debrief worksheet and discussion
6. Restroom signs exercise

51

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Gender & gender roles, recognizing the differences (and similarities) between males and females, boys and girls, men and women, is an integral part of understanding who we are as individuals and where we fit in our world. Students will consider the advantages of being male or female, exploring some of the cultural role expectations that accompany gender issues in our society.

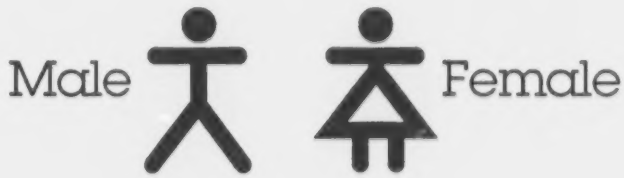
Clear self image depends in part on recognizing and acknowledging all that goes with gender - from grooming and hygiene issues to manners. Knowing which restroom to use in the community is an important social skill.

Activities:

Find out what term students use to define their gender. If they say "boy" or "girl" when asked what "sex are you?", then use their terms and be consistent throughout the rest of the exercises.

1. Defining genders

A. On the blackboard or a piece of butcher paper, write these two headings:



B. Ask students to define the words you've put up, to explain what they mean and give you synonyms for these terms. Write their synonyms under the appropriate heading. The lists might look like this:

male	*female*
boy	*girl*
man	*woman*
guy	*gal*
gentleman	*lady*
him	*her*
he	*she*

C. Point out to students that although there are two genders or sexes, we are all human beings. Make a third heading, placed above the other two, called **human beings** and have students brainstorm synonyms. (individual, person, people, homo sapien, creature, citizen, somebody, someone, mortal).

Match pictures to samples that students have already identified. Work one-to one.

2. Picture sorting.

A. This exercise can be done by the class as a whole, or with the class divided into small groups, each with a facilitator.

B. Using the magazine pictures you've prepared, show them to the students and ask them whether the person is male or female. Ask how they can tell (hair, clothes, body shape, make-up). Include biological genital differences - penis and vagina. Have them sort pictures into two piles

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C. Then (to prepare for future puberty work), have them sort the female pile into two other piles - girls and women, the male pile into boys and men.

Ask non-verbal students to point to (or touch on the shoulder) all the females in the group (or all the males). Remember to use the student's language.

3. The gender game.

A. Start by asking for students to raise their hand if they are male/man/boy, then if they are female/woman/girl. Correct any confusion that occurs at this point.

B. Have your students sit in a circle. Go around the circle and have students say whether they are male or female.

C. Repeat the exercise, but this time have them say whether they are a boy or a girl.

D. Then, if all is going well, have them state the gender of the student to their left. Try to go as quickly as possible.

Ask students to tell you (verbally or by drawing or pointing to pictures) what they like best about being male or female. Then ask what they like least about it.

4. Worksheet.

A. This worksheet can be done individually by the students, in small groups, or as a large group discussion exercise.

B. Explain to the students that:

"It's important to know what gender we are - male or female. Both genders or sexes are special. There are many things that both males and females can do. There are other things that are different - only males do them or only females do them. In this exercise we're going to think of things that are advantages ("good") about being male or female."

C. Hand out the worksheet. If using this as a large group exercise, have students brainstorm and write their ideas on the board.

D. If students have trouble coming up with a list, ask them

" What are things a girl or a woman might be able to do that some boys or men might feel embarrassed doing, or find impossible to do.... and vice versa."

5. Debrief worksheet and Discuss

A. Ask students to share their lists as a large group. Write their responses on the blackboard.

B. Once the lists are generated, help students to notice that some things on the lists are there because of biological differences (eg. giving birth). Point out that a few years ago, the "women and girls" list might have contained "wearing earrings" or "getting a perm". Now many males feel comfortable doing these things. Point out that in other societies and times, people have different beliefs about what males and females can and can't do. In some Native American and African societies, for example, men wear face-paint (makeup). In Scotland, men wear kilts (skirts).

C. Students can write or tell a story about what it would be like if they were of the opposite gender. "If I were a ....."

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Consider the actual restrooms used in your student's experience - either at school, work or during recreational activities. Make a set of flash cards that uses just those names, or better yet, take a "polaroid" picture of the restroom signs for use in this exercise.

Encourage students to look for other clues when deciding which restroom to use - Is a male or a female coming out the restroom door? Are there drawings (figures dressed in skirts/slacks) that help as cues?

6. Restroom Signs Exercise

A. Discuss with the class that since males and females use different bathrooms in public, it is important to know where to go.If you use the wrong bathroom, people may think you are strange Sometimes restroom signs can be confusing. The next exercise will help students practice knowing which restroom they should use when they are out in the community.

B. The restroom signs worksheet can be used in two ways.

You can either:

- copy the worksheet onto heavier stock paper and cut into flash cards, or
- create a transparency from the worksheet and point to words as you go.

C. There are many ways to use this exercise.

- Divide students into two groups, male and female and have them raise their hand when the card fits their group, or stand up when the card is appropriate.
- Have individuals draw a card from the deck of flash cards and then decide whether or not the restroom indicated would be **OK** or **NOT OK** for them to use personally.
- Using the magazine pictures from the previous picture sorting exercise, pass out the flashcards and have students place the card on the appropriate group of pictures - male or female.

D. Sometimes there are **not** separate restrooms for males and females. Be sure students know how to handle any generic "restroom" signs they may encounter.

E. This exercise is a wonderful time to discuss appropriate public restroom etiquette.

Issues include:

- asking someone for directions to get to the restroom,
- standing in line to wait to use the toilet,
- using the urinal,
- making sure the toilet seat is clean before you sit down, and wiping it with toilet paper if it is not,
- flushing the toilet,
- not using broken or plugged toilets,
- informing an attendant or other appropriate person if the facility needs to be cleaned or if paper is gone.
- using the wide variety of hand-washing tools available - different sink taps, hand towels on rollers, paper towel on rollers and crank machines, air blower dryers.

F. Remember the importance of practicing gender identification in other school and non-school activities. When you are visiting a non-school environment, you might remind students of the above exercise as you point out the restrooms.

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Dear Trusted Adult,

In class we explored the concept of gender role identification - differences and similarities between males and females.

We discussed advantages of being male or female, and talked about society's expectations for us based on our gender. We also spent time working on which restroom we should use in the community.

To support today's learning, you could:

- *Spend some time discussing your feelings about being male or female.*
- *Discuss the pros of each gender from your perspective - what do you like best about being male/female - what do you like least!*
- *Discuss appropriate roles (in your opinion) for males and females, in jobs, activities at home and in your community.*
- *When you're in the community, look for non-traditional restroom signs and ask your young adult which one they would use.*
- *Count the males and the females next time you're waiting in a line or an office waiting area.*
- *Comment when people's appearance makes it hard to tell their gender - and asking for help deciding whether a person is male or female.*
- *List family members (or any other group) and identify their gender.*
- *Watch TV for an evening and write down the names of three male and three female characters*

All of these activities will support learning about gender role identity, and will add to social skillfulness in the community.

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

55

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Reason's why it's great to be a .....

woman/girl/female	man/boy/male

59

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Restroom Flash Cards

his	hers	men
women	boys	girls
ladies	gentlemen	M
F	M	W
guys	gals	señor

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señorita	femme	garcon
king	queen	restroom

61

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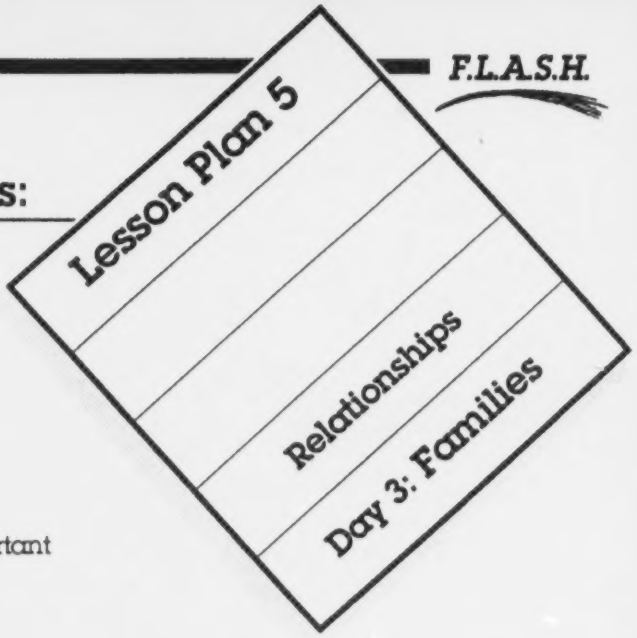

Student Learning Objectives:

to be able to...

1. • Describe his or her family in terms of:
   a) membership and
   b) roles of family members
2. Discuss some differences among families
3. • Explain one reason why families are important

Materials Needed:

Magazine pictures of families

Butcher paper and pens for family diagramming

Agenda:

1. Define the term "family"
2. Describe student's families
3. Family diagramming
4. Roles family members play

62

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One of the most important groups that children belong to is their family. Families provide food, shelter, nurturing, guidance, support and help. This lesson teaches about relationships between family members and the role that each member plays.

It is critical to remember in this lesson, that many students do not come from traditional two-parent family structures. Discussion of a variety of living arrangements and family groupings (including single-parent homes, foster care, group home situations, etc.) will help to facilitate an acceptance of differences.

Activities:

1. Define the term family.

Important Teacher Note: There are many different types of families. Many of your students may not live with their birth families or families of origin. Some may live in foster care, or in group living situations. Some students may live in multi-generation families while others live in single-parent situations. The concept of the family then, needs to be carefully presented, in order that all students feel included.

Ask students, "What is a family?" Provide a variety of magazine pictures - individual people, groups of friends, classmates, and some obvious families (eating dinner together at a table, camping together, sharing a special time, etc.). Have students point to the families.

A. To start this discussion, ask students this question:

"What is a family?"

One all-embracing definition of "family" is "*a group of people who love you*". Another helpful definition is *"two or more people who love and take care of one another. Usually they are related and/or live together."* You may also want to define family as "a set of parents or step-parents and their children". This is also the time to introduce the concept of the extended family - grandparents, aunts and uncles, step-sisters and brothers, foster parents, etc. Remember that pets are sometimes considered to be parts of families, too!

B. Work with students to arrive together at a definition for family that includes all forms of families. Then write your class definition on the board.

2. Describing student's families

Plan ahead. Have photos of student's families or family members. Ask students to point to the people in the picture and indicate who the person is and how they feel about them.

Students can hold up their pictures for the rest of the class to see.

A. Next have your students describe their own families. Have them answer the following question (which you may have written on the board);

"Who is in your family?"

Accept a diverse listing of answers. Students who live in group living situations may mention not only their birth or foster families but also staff members at a residential facility. These people count, too!

B. Ask for volunteers to tell the class about their family and who is in it. Remind students that it's okay to "pass" in this class.

C. Point out that families are all different - just as people are different. Some families have one parent who lives at home, others have two. Some have two mothers or two fathers. Some families have more children than others. Some families don't have a mother or father living with the children - children may have care-providers or houseparents who help them. But they are all families, and everyone belongs to a family of some type.

63

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Work individually with students who need more support for this exercise.

"Polaroid" or other pictures of family members can be collected and may be easier for some students to relate to than the drawings (representing people) at the end of the spokes.

3. Family diagramming

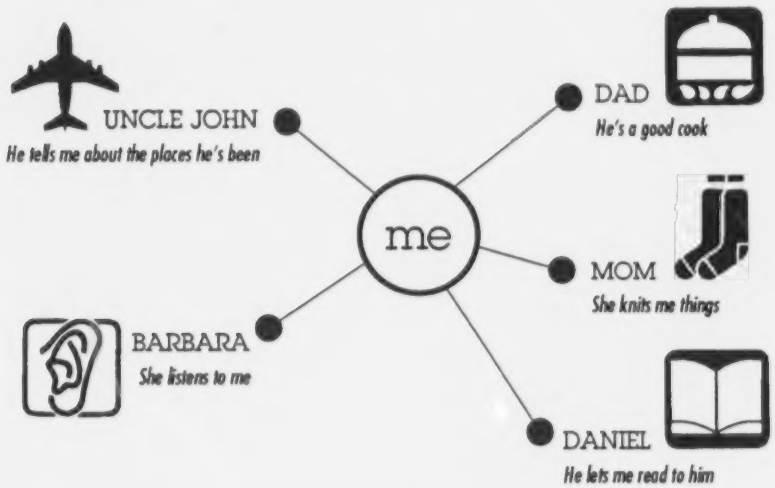
A. Pass out a large piece of butcher paper and colored marking pens to each student. You may want to divide into small groups for this exercise.

B. Tell students that they are going to draw a picture or diagram of their family. Model the process for the students on the front board or a large piece of butcher paper.

Have them draw a small circle in the middle of their paper and write the word "me" inside of it.

From the circle draw one spoke for each member of the family. At the end of the spoke, write the person's name or nickname and draw a little picture about something that is special about that person. (For example, a student might draw a picture of an airplane by the name of Uncle John, because he describes his trips to "me".

Another spoke might be for Dad, with a happy face representing the way "he makes me laugh".)



Students should include whoever they think of when they think of their family. ANY FAMILY is "acceptable".

C. Invite two or three students to share their diagrams and explain their drawings.

64

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Find pictures of people cooking, working, hugging, shopping, taking out the garbage, etc. Have students pair the pictures of the family member roles with pointing to the picture of the person in their family who plays that role.

4. Roles Family Members Play

A. Physical and emotional needs. Explain that families and family members meet two different types of needs that we all have. There are physical needs, and emotional needs.

B. You can either provide the students with examples or have them brainstorm for the blackboard under two column headings - emotional and physical. Some needs they may come up with are:

- **Physical Needs** - shelter, food, clothing, medical care
- **Emotional Needs** - to feel you belong, to feel that others care for you, to feel that you are useful, to feel appreciated, to feel understood, to feel listened to, to laugh and cry with, to feel needed and special.

C. Discuss the list of needs. Explore the notion that ALL family members have these needs and that they all play different roles in helping members meet their needs.

D. Ask students to think about who plays the cooking role, who plays the income-producing role, who plays the joker teller role, etc. in their family? Point out stereotypes as they arise.

65

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Dear Trusted Adult,

In class we discussed different types of families, and the roles and responsibilities that family members have.

We learned about different types of family structures and did an exercise called "Diagraming your Family". In this exercise, the students drew a small circle representing themselves. From the circle come spokes, one line for each family member. At the end of each spoke is the family member's name and a small drawing of something that makes that person special within the family.

Students were asked to bring home their family diagram and talk about it. Another approach for this exercise is for you to go through the process with yourself as the center circle. This will reinforce the message that family members are related to one another.

Supporting activities for this lesson are to:

- *Discuss extended family. Family trees are always interesting, and photo albums can provide a rich source of conversation - especially if you tell stories about the pictured relatives. This is a nice way to help students understand and become better acquainted with their roots and their heritage.*
- *Watch television and discuss the families presented. What family roles do the characters play?*
- *Help students to interview a member of their family about their roles and responsibilities*

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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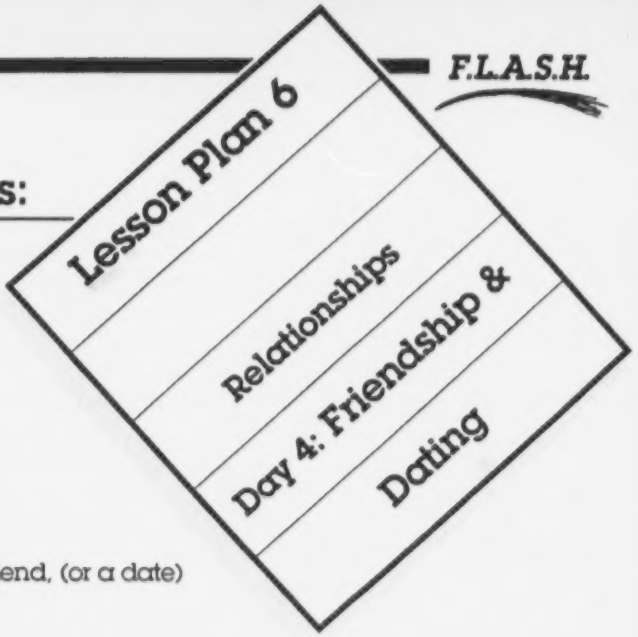

Student Learning Objectives:

to be able to...

1. Define friendship
2. • Name two friends they have
4. Appropriately introduce a friend
5. • Model appropriate ways to greet a friend
6. • Model appropriate ways to leave a friend
7. Define dating
8. • Name three things they might do with a friend, (or a date)
9. Model appropriate dating etiquette

Materials Needed:

Brainstorming space - either paper and pens, or blackboard
One copy of the worksheet for each student

Agenda:

1. Define friendship
2. Identify personal friends
3. Introductions
4. Greeting and leaving
5. Getting together - planning
6. Getting together - worksheet
7. Dating

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A friend is someone who likes you. Someone who is not necessarily paid to spend time with you. Someone whose opinion you value, whose respect you desire, someone you enjoy spending time with.

There is a real art to making and sustaining friendships. Many subtle skills are required. This lesson will help your students to define friendship in their own terms, to identify friends they have and how the friendships were formed, and to practice friendship sustaining skills.

Dating is also introduced in this lesson, as an extension of friendship. Many of the social skills involved in being a good friend, are also involved in dating. As students mature and develop an interest in dating, opportunities should be made available for them to try out new skills in real date situations.

Once your students have graduated from high school, and are living independently, their network of friends will become a lifeline of support. Therefore it is critical to establish a knowledge base and develop social skills which help with friendship success while students are in school.

Activities:

Collect magazine pictures of groups of people. Students in a class, strangers on the street or in an airport, a large crowd in a movie theatre or restaurant, and smaller groups of people who appear to be having fun with one another - playing a game, talking, going for a walk.

Ask students to point to the pictures of the friends.

1. **Define Friendship**

A. Brainstorm as a class "*What is a Friend?*". Write this heading on the board. Underneath the heading write student's responses to the question and some of the following, if ideas are not forthcoming from students.

Some ideas:

- someone who likes you
- someone who you like
- someone who listens to you and understands how you feel
- someone who sticks up for you
- someone who likes to do things with you
- someone who cares about you and what happens to you
- someone who respects you
- someone who doesn't lie to you

B. What makes a good friend? Discuss with your students that there are certain qualities we look for in a friend. Brainstorm as a class, or just explore the following list and add to it. Give concrete examples of each of these qualities.

1. Trustworthy
2. Honest
3. Easy to talk with/be with
4. Easygoing/relaxed
5. Cheers me up
6. Considerate
7. Thoughtful
8. Kind
9. Makes me feel good about myself

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Collect "polaroid" or other photographs of student's friends. Mix them up with other pictures of people.

Ask students to point to the pictures of their friends.

Then ask students to express non-verbally how they feel about their friends (smile, hug, pat on hand,etc.).

2. Identifying personal friends

Teacher Note: Be aware that some students may not be able to readily identify friends. Prepare ahead of time by thinking about the reality of existing true friendships for all of your students. You may want to make a list based on your perceptions so that you can make suggestions if necessary.

A. Have each student close their eyes for a moment and think about their friends. (It may help if you suggest they think about their last birthday party and who was invited.)

B. Give students a piece of paper and ask them to brainstorm and write down a list of friends they have. Some lists will be long, others will be shorter. But each student should be able to come up with at least one or two names.

C. Have students select one person from their list and, without giving the name, tell the class about:

- how they met their friend - how the friendship developed,
- the qualities of that friend that are important to them, and
- examples of things they do together as friends.

3. Introductions

A. Begin by defining the term introduction. Tell students that:

"When we introduce a person to someone else, we give information. We usually tell people each other's names, and perhaps something about the person that is useful for the other person to know. To introduce a friend to another person is a polite and friendly thing to do. Today we're going to practice introductions."

Modify to make this roleplay relevant.

B. Start by modelling appropriate introductions. Ask teaching assistants to help with the roleplay. You will need three people.

The introducer, who knows both Sally and Anne says:

- "Sally. I'd like you to meet my friend Anne. We play tennis together on Wednesdays. Anne, this is Sally."
- *"Hi Anne. Nice to meet you."*, says Sally.
- *"Sally, it's good to meet you too."*, says Anne.

Alternatives:

- "Hi, nice to meet you."
- "Hello, Mrs. Smith."
- "Hi. How are you?"
- "Hi there. Jane has told me a lot about you."

C. Divide the class into groups of three and number students 1, 2 and 3. Practice introductions.

D. Invite a visitor to the classroom and ask students to practice introductions.

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Ask students to show you how they say hello non-verbally to other people.

Then ask them how they say hello to different people:

a) their mother or father

b) their teacher

c) their friend in class

d) the doctor

e) the principal of the school

f) the clerk at the store

g) a stranger

Point out the differences and similarities in types of greetings depending upon the situation.

Repeat the exercise with saying goodbye.

4. Greeting and Leaving

A. Begin by discussing with the class that there are different ways to say "hello" and "goodbye" to people. Ask if anyone has any ideas. Responses may include saying "Hi" or "Hello", shaking hands, giving a hug or a "high five", kissing someone on the hand (in some countries), kissing on both cheeks, (in other countries), and kissing on the lips. "Goodbyes" are similar to "hellos". Some goodbyes include: saying "See you later" or "Ciao" or "Bye-bye", waving the hands, blowing a kiss, giving a hug or a kiss, shaking hands, giving a "high five", etc.

B. Discuss that we choose the most appropriate way to say "hello' or "goodbye" depending on the situation. Ask students to decide as a group which approaches are appropriate/okay and which are inappropriate/not okay in each of the following situations:

Greeting a friend;

1. in the hall at school
2. at a banquet, or
3. at church.

Saying goodbye to a friend to:

1. go to lunch
2. go on vacation for two weeks
3. move to a different town

C. Discuss that we also choose the most appropriate way to say "hello' or "goodbye" depending on how well we know the person. Ask students to decide as a group which approaches are appropriate/ okay and which are inappropriate/not okay in each of the following situations.

Saying hello or goodbye to:

1. your mother
2. your best friend
3. your grandparents
4. your teacher
5. your principal
6. your dog or cat
7. the bus driver
8. the clerk at the store
9. strangers waiting in line at the movie theatre
10. the President of the United States.

D. Have students pay attention to their own comfort level. A hug and a kiss are not OK in any situation, unless you are comfortable with them. A high Five might feel phony to some people and natural to others. "How do you do" and a handshake might feel phony to some and natural to others.

70

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Find pictures of activities you know students enjoy.

Have students make a list of places they could meet new people

5. Getting together - planning and practicing

A. Identification of activities friends do together. Ask students to brainstorm specific things they might do with a friend. This is the concrete start of the socialization network you'll be developing, so be sure that activities are functional if at all possible. You may want to help students clarify the activities they are thinking about so that they are specific. (eg. "movie" can mean going to a movie at a theatre, or renting a movie and watching it at home, or watching a television show - it's important to be clear).

Write the brainstormed list of activities on the blackboard. Your list might include activities like:

- going fishing
- getting together to do homework
- playing ball with someone
- going skiing
- going to a meeting with someone
- going to church, temple or mosque with someone
- going shopping
- going out for pizza together
- going to a movie
- renting a movie
- watching TV together
- going out to a restaurant for a pop
- going to a football/baseball/basketball game together
- going to a school activity (a dance or a rally) together

Roleplay this alternative case study:

B. Read the following case study to the class:

"One Thursday, a student (I'll call her 'Jody') was finishing up her lunch in the cafeteria. A girl who was in her math class, (I'll call her 'Debbie') came up to 'Jody' and said, "Hey, go to a movie with me on Friday, okay?"

Now Jody didn't know Debbie very well, they had only seen each other in math class and she thought Debbie hung out with a different group of kids than she did. Jody was kind of surprised by the invitation. She wanted to be polite, though, so she said"Yeah, sure." Debbie then walked away. Jody was excited about the invitation and pleased to be asked to go.

The next day, Friday, Jody tried to catch up with Debbie all day. She needed to know more information about the evening: which movie Debbie wanted to see, what time it was on, which theatre it was at, how the girls would get there - all kinds of things. Jody didn't know Debbie's last name so she couldn't even call her.

It was a disaster! Jody felt really disappointed. .She stayed home on Friday night and watched television by herself and wondered what had gone wrong.

On Monday, Jody ran into Debbie in the hallway.

"Hey, why weren't you at the movie?", asked Debbie. "All the kids were there and we had a great time.Well, got to get going. See you later."

Jody was stunned. She didn't know what to think. She felt sad and left out and mad. She decided to say "No" if Debbie asked her to do something again.

While they were changing after gym class, Bill asked Jim if he wanted to eat lunch together. Jim nodded and said, 'Sure Bill, sounds great.'

At lunch time, Jim waited by his locker for Bill, so they could go eat lunch together. But Bill was waiting for Jim in the lunchroom! They never did catch up to one another!

What a mess! Jim andBill felt angry and frustrated."

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Consider:

• What went wrong?

• What could Bill and Jim have done differently?

• Replay the situation using the appropriate changes. Be sure students understand how to be successful.

C. Discuss the case study with the class.

Consider:

- What went wrong?
- What could Debbie have done differently?
- How could Jody handle the situation?
- What could Jody do if Debbie asks her to go to a movie a second time?

D. Have a large group discussion about inviting friends to do things with you. Have students consider the following questions:

1. What is an appropriate approach to use to ask someone to do something with you?
2. What information should you have before you ask someone to do something (time, date, cost, transportation)?
3. Is it an activity you think the other person would enjoy too?
4. What will you do if they say "no thanks"? Do you have a back-up plan?

Use the modified worksheet so that there are four sections. The four boxes are:

1. Who (will I get together with),

2. What (will we do), and

3. I will ask my friend (in person, on the phone)

4. I need to know... (logistics).

6 Getting together

A. Explain to students that they are going to have a chance to practice "getting together". Hand out the worksheet and go over each of the sections as an overview of the exercise.

Discuss the important pieces of information needed before you can ask a friend to get together.

You need to know:

- Who you want to ask (both first and last names)
- How to reach your friend (phone number, friend's address)
- What activity you want to do
- When you want to do this (date, time)
- Where you want to do this activity (address)
- About transportation (how you will get there, who will drive, what bus route)
- How much the activity will cost and who will pay for it
- Whether you need to bring anything (bathing suit, snack)

B. Have students select one activity from the brainstormed activity list that they would like to do with a friend sometime in the next two weeks and write it down on their worksheet in the appropriate space.

Ask students to point to their favorite activity from pictures of activities you've cut out.

C. Have students think about their friends, and choose one friend they might like to do the chosen activity with. Have them write the name of the person (or draw a picture) in the appropriate space on the worksheet. In real life, these first two steps can happen in either order. One important thing to consider when choosing a friend is whether or not the friend would also enjoy the activity.

Using "polaroid" pictures of friends, have students select a picture of a friend they would like to do their chosen activity with.

D. Have students think about an appropriate way to ask their friend to do the activity.

Point out that it may be rude to ask one person when you're in a large group - other people might feel left out.

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One good way for non-verbal students to invite someone, is to create an invitation using pictures - even a copy of their completed worksheet will work. Help the student deliver the invitation personally.

If students will need support in carrying out their plans, try to arrange logistics with the student to include that support.

One good way is to wait until you are alone with the person and then ask. Another idea is to call them on the phone. Have students indicate the approach they've chosen on the worksheet.

Whichever way you choose to ask, in person or over the phone, it's a good idea to plan what you're going to say before you start.

E. Have students consider what they need to know before they ask someone to do something. If possible, try to help students arrange their getting together for times when you know they will have any needed support (either from you or from a family member or trusted adult friend)

Help them fill in the other information on the worksheet.

If they don't know the answer to some of the questions yet, it's okay to go ahead and ask someone and then let them know the details of the arrangements later. It's a good idea to set up a time to call and let them know the information needed. Remember poor Jody!.

F. Have students consider a back up plan. What will they do if the person says no? Will they ask someone else? Will they see if a different day would work. Will they see if the person would like to do something different than they had originally planned? There are lots of options.

G. Ask for volunteers to roleplay their completed worksheet for the class. Roleplay the planning, the asking and the handling of a possible rejection.

H. Remind students of their plans and follow up as needed. Support students by checking in with family members if they are part of the plan.

Teacher Note: This is a powerful exercise for many students. It provides them with tools and opportunities they need in order to establish active friendships. It also lets them know that they have some control over what they do and who they do it with. It is also the formal start of the socialization network component of the FLASH unit. Provide additional copies of the worksheet for students, as well as your support, to encourage them to continue "getting together".

Be sure to include students with more significant learning challenges in discussions of dating. Sometimes misconceptions about the nature of dating are unspoken. You have an opportunity to address these misconceptions directly.

7. **Dating**

A. Ask students "*What is a date?*"

Discuss that a date is "***when you plan to do something with someone you care about.in an extra-special way. Sometimes you might have a friend who you feel you have more than just a friendship with. Sometimes this person is called a boyfriend or girlfriend, a partner, a companion, or a best friend. Sometimes, the person you have a date with will be someone you already know as a friend. Sometimes, it may be someone you've just seen around, someone you feel attracted to and would like to get to know better.***"

B. Ask students "*What do you do on a date?*"

Discuss that dates are very much like getting together with friends. Many of the activities you would do with your friends would also be appropriate date activities.

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C. Date Etiquette.

If students use the planning worksheet to prepare for a date, they should have all the information they need. Some things about dates are a little different from getting together with friends. These need additional consideration:

- the issue of who pays for a date;
- dressing and grooming; and
- practicing manners

D. Considering Dating. Discuss with students that they may not feel ready to date yet. At some time in their life, though, they may find that they are attracted to someone else and would like to get to know that person better. Then they might go out on a date. It's a good idea to talk to a parent or trusted adult when you feel ready to date. They can provide support and assistance as students try out this exciting new type of relationship.

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Dear Trusted Adult,

In class we learned about friendship. We discussed definitions for friendship, learned about qualities we look for in our friends, appropriate ways to greet and leave our friends, and identified some things we like to do with friends.

We also discussed dating. We defined dating, and decided that it isn't much different than friendship. Students were advised to discuss dating with their parents or a trusted adult, when they feel they would like to start dating.

Students brainstormed a list of possible activities they might like to do with a friend, and selected their first choice. They would like to do this activity sometime in the next two weeks, and understand that they may need your support and permission.

It would be helpful to students, if you could support this learning by providing an opportunity for this activity to occur, and supplying any additional help necessary. Please call me if you would like to discuss this exercise, or if I can be of assistance in your planning.

Other ways you can support this learning:

- *Talk about your friendships. Discuss qualities you like about your friends, activities you like to do with your friends, how you met, and how the relationship has evolved over time. The following questions may be helpful:*
    1. *Who are your friends?*
    2. *Select two and describe what you like about each person as a friend?*
    3. *What do you think is important in being a good friend?*
- *Ask students to watch television for one hour and identify friendship relationships among the characters.*

Once students have graduated from high school and are living independently, their network of friendship will become a lifeline of support. So it is particularly important to establish friendships while students are still in school. Your assistance in helping develop this aspect of life will contribute enormously to both self-esteem and happiness. It is worth pursuing!

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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Getting Together - a planning worksheet

You need to know:

1. Who you want to ask

2. How to reach your friend

3. What activity you want to do

4. When you want to do this

5. Where you want to do this activity

6. About transportation

7. How much the activity will cost and who will pay for it

8. Whether you need to bring anything

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Getting Together - a planning worksheet

My friend is:

I would like to:

I will ask my friend:

in person:

over the phone:

I need to know:

When (day, time)

Where:

How much it will cost:

How we'll get there:

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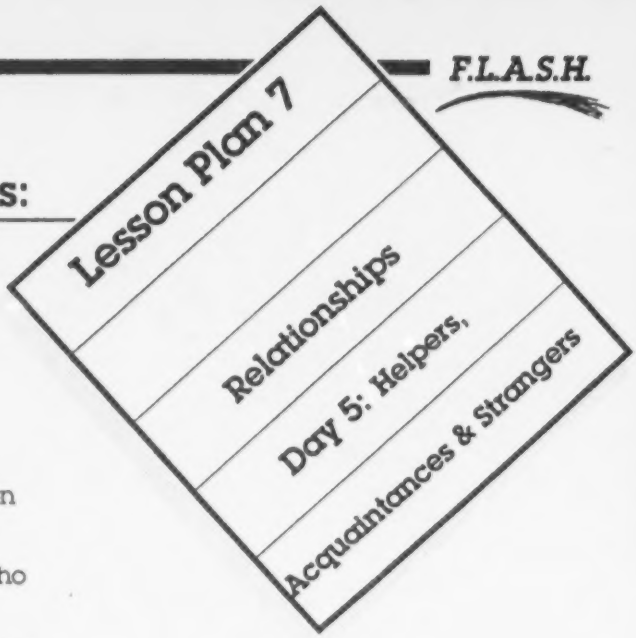

Student Learning Objectives:

to be able to...

1. Define the term helper
2. Define the term acquaintance
3. Define the term stranger
4. Correctly label characters in a given situation as helper, acquaintance or stranger
5. • Correctly label people in their own lives who are helpers or acquaintances
6. • Demonstrate appropriate safe behavior when approached by a stranger

Materials Needed:

A teaching assistant or acting student to help with roleplays

One copy of the worksheets for each student

Case study transparencies

Materials for making posters

Agenda:

1. Define terms
2. Present case study
3. Role-playing - at the pool
4. Identify people in each student's life
5. Strangers - safety skills
6. Summary of relationships unit
7. Creating relationships posters

78

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Our students interact with many people, each of whom has a special relationship with them. The woman holding the SLOW sign at the construction site who smiles as we drive by, the clerk at the store, our professional colleagues, our own immediate family, our students - all of these people play important roles in our lives.

For students with learning challenges, the ability to discriminate between a stranger, an acquaintance, a helper and a friend and understand what behaviors are appropriate within each relationship is a critical social skill.

This lesson also lays the ground work for future exploration of relationships and exploitation prevention.

Activities:

1. Define terms.

A. Introduce the class by explaining that *"today we are going to learn about different kinds of relationships. We've been talking about relationships that you have with yourself, with your family and with your friends. Now we are going to think about three other kinds of relationships - with a helper, with an acquaintance, and with a stranger."*

Use of a behavioral "touch"/"no-touch" definition when considering friends, helpers, acquaintances and strangers will likely be more functional for some students.

B. Define the term "Helper" Ask the class what they think the word "helper" means.

"Helpers are people who care about me and help me to do things as part of their job. They are (often) paid money to help me. People who are helpers include my teacher, my doctor, and my dentist. Some people need help to do all kinds of things, like getting dressed, eating, going to the bathroom. The people that help them with these parts of their days are called helpers."

Define a "helper" as: *"someone who helps you. Most helpers are paid to help you. They might touch you as part of the help they give you* (sometimes intimate care), *but the touch should always feel helpful, and fair."*

C. Define the term "Acquaintance". Ask the class what they think the word "acquaintance" means.

"Acquaintances are people who know my name and I know their name, but that's about all. I don't really feel close to these people, but I like them, and they are part of my life. Examples of acquaintances might be the grocery store clerk, the librarian, the principal of my school, my neighbor across the street, a new student at school, a friend of a friend."

Define acquaintance as: *"someone you know but usually don't touch."*

D. Define the term "Stranger". Ask the class what they think the word "stranger" means.

"Strangers are people I don't know. I have not been introduced to them and they have not been introduced to me. They don't know my name and I don't know their name. They are part of my life but I am not close to them. Examples of strangers include people you see at the bus stop, other shoppers in the store, other people in the school who you don't know, other teachers you haven't met."

Define a stranger as: *"someone you don't know and don't touch."*

E. Remind students of the definition of a friend.

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Have the roleplay acted. You may also want to consider changing the case study names to fit the real life circumstances of your students

2. **Present Case Study**

A. Project the Case Study Transparency (1).

B. Read the case study to the students.

Joe fell and broke his leg. He wound up in the hospital for a few days while a cast was put on and his leg was up in the air in traction!

Joe was really bored being in the hospital, so when his friend Andy, from school and the track team came to see him, he was happy to have a visit. Andy came over to the side of Joe's bed and gave him a big High-Five. Then he sat beside Joe's bed, and stayed for a whole hour! Andy brought Joe his homework and Joe's favorite kind of candy bar, and the boys talked about Nintendo and the upcoming Special Olympics track meet. Andy told Joe "I'm sure sorry you broke your leg. I hope it gets better soon - I'll really miss having you on the team while it heals."

"Gee Andy", said Joe, "I miss you too - and all the rest of my friends. Thanks for coming to see me - I appreciate it a lot!"

Ask students if Andy is a **friend**, a helper, an acquaintance or a stranger? Ask students to check the correct box on their worksheet.

C. *Later that day, a woman came to see Joe. He had not met her before and did not know her name, but she introduced herself. She said, "Hi Joe, my name is Pam and I'm going to be your nurse for the evening. I've brought you some medication."*

Pam gave Joe a pill and some water and helped him to sit up straighter and take his medicine. She plumped up his pillow, found him a magazine and brought him some juice.

Then she said, "There. You're all set. Is there anything else you need?"

"Thanks Pam", said Joe. "I think I'm okay for right now. I'll call you if I need some help though."

Look through photo albums or magazines and have students point out people who are "helpers" to them.

Pam said, "Okay. I'll go see another patient. But if you think of something you need, just press the buzzer." Then Pam, the nurse, left.

Ask students if Pam is a friend, a **helper**, an acquaintance or a stranger? Ask students to check the correct box on their worksheet.

(**Teacher Note:** Students may also decide that Pam is an acquaintance. Point out that helpers may also be acquaintances)

Repeat the above exercise and have students point to people who are strangers to them, people they don't know and don't touch

D. *About five o'clock, a man Joe didn't know and had never seen before opened the door to Joe's room. The man looked around and said, "Oops, sorry. Wrong room." Then he left.*

Ask students if the man is a friend, a helper, an acquaintance or a **stranger**? Ask students to check the correct box on their worksheet.

E. *That evening, while Joe was watching television, someone else came to see him. It was Mrs. McGraw, his mother's friend. He didn't know her very well - he had only seen her once before when she was playing cards with his mother.*

Ask students if the man is a friend, a helper, an **acquaintance** or a stranger? Ask students to check the correct box on their worksheet.

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Hand out the touch/no touch sheet to students and have them point to the appropriate circle as the class is discussing the different types of relationships. Or cut out the circles, glue to cardboard and laminate, and have students hold up the appropriate circle for the relationship described.

F. Review the case study using the Case Study Worksheet.
Tell students,

"Four people came into Joe's hospital room that afternoon and evening. Each of them had a different kind of relationship with Joe.

- Which person was Joe's friend? (Andy)
- Which person was Joe's helper? (Pam, the nurse)
- Which person was an Acquaintance? (Mrs. McGraw)
- Which person was a stranger? (the man who came into the room and then left)
- *How can you tell?"*

If necessary, reread the case study, pointing to the names on the board and discussing each relationship as they arise. Refer back to the definitions, if it's helpful for students.

Remember to personalize the characters to make this more realistic.

3. Role-playing - at the pool

A. Project the Case Study Transparency (2).

B. Explain to students that now that they know about different types of relationships, they're going to have a chance to see if they can tell what kind of relationship exists by the type of behavior used during a greeting.

C. Set the stage:

"Bill and Brad went to the pool for public swim one Saturday afternoon. They met lots of different people at the pool. For each person they saw, there was a different way to greet them. Let's go along with Brad and Bill to the pool and see what happened."

Have students point to touch or no touch on their worksheet, or hold up the appropriate circle card regarding each interaction. Students can also model appropriate touch for each interaction.

D. Explain to students that you'll describe several different situations. They should think about the kind of greeting that would be most appropriate, based on what they know about the relationship between the people.

i) *Bill & Brad have been good friends for three years. They are in the same class at school, they're on the same team during track meets and they get together after school about twice a week to study or hang out.*

Bill picked up Brad at his house to go swimming. When Brad came to the door he:

a) *gave Bill a high five, and said "Hey there! How are you? I'm all set - let's go!" or*

b) *shook Bill's hand and said, "Hello, my name is Brad. Would you like to go swimming?" or*

c) *said "Hello. May I help you sir?"*

Decide with students what kind of relationship Bill and Brad have. (they are good friends)

Because of that type of relationship, the most likely answer is (a). Discuss the reasons why with your students.

IMPORTANT:
Do not have students roleplay (practice) the inappropriate touch described. Focus on the appropriate interaction.

81

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ii) Bill and Brad walked to the pool and got into line to pay to get in. While they were standing in line, Mrs. Jones, who lived across the street from Bill came out of the change-room. Bill didn't know Mrs. Jones very well - he had only seen her on the street a few times. He had been introduced to her, though, and he knew her name. He thought it would be rude to ignore her. So Bill: :

a) *gave her a big hug and a kiss and said, "Gee I missed you" or*

b) *said "Hi Mrs. Jones. How's the water?"*

Decide with students what kind of relationship Bill and Mrs. Jones have. (they are acquaintances)

Because of that type of relationship, the most likely answer is (b). Discuss the reasons why with your students.

iii) Bill and Brad got changed and went into the pool area. Bill started swimming laps in the lane closest to the edge of the pool. There was one other person swimming in his lane, someone he hadn't met before. Bill was swimming backstroke, and accidentally bumped into the other person swimming in his lane. They both stopped swimming and Bill:

a) *wiped the water out of his eyes and said, "Excuse me." or*

b) *gave the other swimmer a high five and said, "Hey buddy, great lane!"*

Decide with students what kind of relationship Bill and the other swimmer have. (they are strangers to each other)

Because of that type of relationship, the most likely answer is (a). Discuss the reasons why with your students.

iv) Brad decided he wanted to use a kickboard for some of his laps. He went over to the lifeguard station and saw that the lifeguard on duty was Beth. Brad had seen Beth at the pool several other times, but had never spoken to her and had never been introduced. He knew her name because he had heard other people say it. Brad:

a) *yelled up to the lifeguard chair "Hey Bethie! How are ya! I need a board." or*

b) *walked to the lifeguard chair and said, "Excuse me. Could you tell me where to find a kickboard please?"*

Decide with students what kind of relationship Brad and the lifeguard, Beth have. (Beth is a helper)

Because of that type of relationship, the most likely answer is (b). Discuss the reasons why with your students.

Use the touch & no touch version of the worksheet for some students.

Use photographs or "polaroid" pictures of actual people in your student's lives. Be sure to include a magazine picture of a stranger. Glue pictures onto boxes on the worksheet.

4. Identify people in each student's life.

A. Tell students that so far, we've talked about imaginary people who are friends, helpers, acquaintances and strangers. Now we are going to think of real people and decide if they are friends, helpers, acquaintances or strangers.

B. Hand out the "People in my Life" worksheet. Allow 5 to 10 minutes for students to think of people in their lives and draw them or write their names on their worksheets.

52

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Ask students to choose the appropriate circle for each person. If touch is the choice, ask them to model the type of touch that would be appropriate (OKAY) with that person.

C. Review the definitions of terms and write the words family, friend, helper, acquaintance and stranger on the blackboard as you define them. Assist students with checking the appropriate box on the worksheet to describe their relationship with the person in each box.

D. Invite students to share their completed worksheets with the class. Ask them to explain how they made the decision regarding which type of relationship they have with each person in their set of boxes.

Give students non-verbal safe options for asking for help. Some students might carry picture communication books with them. Others may need to learn some simple sign language tools for getting help.

5. Strangers - safety skills

A. Discuss the fact that when we talked about strangers earlier, we defined them as people we didn't know. Usually, we don't talk to strangers and they don't talk to us. But sometimes the situation is a little different.

B. Discuss with the class that:

Sometimes, we need help. We might be out in the community away from anyone we know (a friend or family member, helper or acquaintance) and we might need some help (maybe we are lost and need directions, maybe we need to know where to find a telephone, maybe we need medical help).

Brainstorm with the class:

What are some things to think about when asking for help from a stranger?

A possible list might include:

- is the person wearing a uniform?
- is the person wearing a badge?
- is the person likely to be able to help me?
- does the person look trustworthy - remind me of my trusted adult friend
- is the person alone or with other people?

Modify the situations so that they reflect the student's life - use specific bus stops, etc. Remember to replay this exercise in the natural setting - frequently.

Using the teachable moment will really help with learning about safe interactions with strangers.

C. Roleplay safe interactions with strangers. Model the roleplays with a teaching assistant, and then have students take part in either the acting or in deciding what the characters should do/say.

Possible situations to roleplay include:

- Asking someone you don't know to dance. "Excuse me would you like to dance?"
- Asking someone what time it is at the bus stop. "Pardon me, can you tell me the time please?" Point to your wrist.
- Asking someone for directions to a telephone. "Excuse me, where is the nearest phone?" Point to ear and gesture talking on the telephone.
- Asking someone for help if you are lost. "Can you help me? I'm lost." Finding your address on ID cards in your wallet. Looking at a map with someone who is a stranger.
- Looking for something in a store. "Excuse me, can you help me find the .....? Thank you"

D. Point out that even if a stranger helps you, it's probably still wise to be cautious. Thank the person for their help and then leave.

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Without frightening students, make them aware of possible "stranger danger".

E. Another kind of situation involving strangers needs a different kind of response.

Discuss with students that:

- Sometimes when you are out in the community, you may be approached by a stranger. The person might be asking you to give them something or to do something for them. Sometimes, they might simply be asking for help (just as you did in the last exercise).
- Other times they might be planning to hurt you, steal from you, harass, or bother you.

F. Brainstorm with the class:

What are some things to think about if you are approached by a stranger?

A possible list might include:

- whether or not you are alone or with someone else who could help you if you needed help
- how the person acts - are they drunk or "high"
- if the person is respecting your rights - not coming too close, or touching you in a way that makes you feel uncomfortable
- if there is a place to run in case you need to
- if the request the person is making is reasonable or unreasonable.

Discuss with the class that the safest thing to do when approached by a stranger is to ignore the person and move away from them.

Have students practice saying "no" and moving away.

G. Roleplay safe responses to strangers who approach you. Model the roleplays with a teaching assistant, and then ask students to take part in either the acting or in deciding what the characters should do/say.

Possible situations to roleplay include:

It may be most use-ful for some students if the "stranger" is roleplayed by someone they don't know - invite an acting student to class, or put a mask or disguise on a teaching assistant.

- When riding on the bus, a stranger sits down beside you and puts his arm around you. You respond by removing his arm and saying "go away". or "stop" If he doesn't leave, then you move or get help.
- When you are at a dance, a man approaches and asks for your phone number. You don't want to give him your number so you say, "No" and walk away.
- You are walking in a mall. A religious person wearing a robe approaches you with pamphlets and asks if you would like one. You say "No thank you" and keep walking.
- You are waiting for the bus and someone you don't know drives by and offers you a ride. You say "no thanks" and then ignore them.
- You are walking downtown and someone asks you for money or change. You continue walking.
- You are on the bus and you notice that someone is staring at you. You ignore them or move away.

S-1

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6. Summary of Relationships Unit

A. Review the different kinds of relationships discussed in this class:

- self
- families
- friends
- helpers
- acquaintances
- strangers

Use laminated, cut-out magazine people, puppets or actors to role play.

B. Relationship Evolution

Discuss the fact that relationships often change over time.
Read the following case study to the class and project Case Study Transparency (3):

"November. Peter had just moved to a new town. He was fourteen and had to start a new school. He didn't know anyone in his neighborhood yet, and he wasn't sure if he would ever make new friends.

It was really scary to walk into class that first day. All the kids knew each other and Peter didn't know anyone. He had met his teacher, Mrs. Ross, in the office the week before, but the kids in the class were all strangers to him. They stared as he walked into the room and he heard them whispering to each other

Mrs. Ross smiled at Peter. Then she stood up and said "Class, I'd like you to meet our new student. Peter Jones has just moved here from Alaska and he's going to be part of our class now. I know you'll make him feel welcome. Peter, why don't you go sit in that seat by Jeremy."

Peter sat down and tried not to be nervous. Mrs. Ross continued with the lesson. Jeremy smiled at Peter and showed him where the class was in the math book. Peter smiled back and tried to pay attention.

At lunchtime, Jeremy asked Peter if he wanted to come and eat with him. They went to the cafeteria and Jeremy introduced Peter to some of his friends. By the time lunch was over, Peter knew three people from his new class. He felt a lot better.

***Thanksgiving Break.** Peter had really been dreading the week of vacation. He didn't know what he would do all day - his parents were busy with work and unpacking and he thought he'd be really bored.*

On the first Saturday, he was out washing the car for his Dad. He looked across the street and saw one of the students from his class - a boy named Mike. He and Mike hadn't talked much at school, they were really just acquaintances, but Peter thought he'd see if Mike wanted to be friends.

Peter turned off the hose, walked across the street, and said "Hi Mike." The two boys talked for a while about school and Mrs. Ross, and what they were planning to do on vacation.

Later that day, the phone rang at Peter's house. It was Mike calling to ask if Peter could come and watch videos that night.

"Sure" said Peter. He was very excited to finally have made a friend.

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C. Discuss Peter's relationship changes.

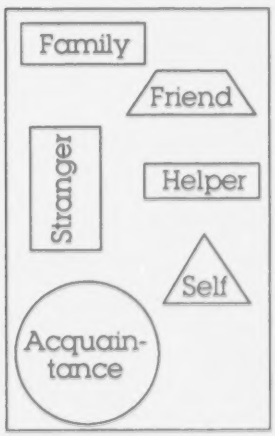
- When Peter first moved , everyone was a stranger.
- He met Mrs. Ross so she became an acquaintance and then, as his teacher, a helper.
- Peter met Jeremy in his class and through Jeremy, he met three more people at lunchtime. They were acquaintances. They knew each others names.
- Peter also met Mike in his class. Mike started as a stranger, became an acquaintance and then, over Thanksgiving break, became a friend.

D. **Control over our relationships**

Help the class recognize that relationships evolve. Discuss that we all have control over who is in our relationships. If we have a ***friend*** we no longer wish to be close to, we can move that person out of the ***friend*** relationship by treating them differently, treating them as we would an ***acquaintance or a stranger***.

E. Ask the class what would happen to Peter's relationships, if Mike and Peter had a fight, or decided they didn't like each other any more. The relationship would change. Mike would move from being Peter's friend to being his acquaintance.

Use actual polaroid or other photographs. Be sure to make the sections big enough to insert the photographs.



7. **Creating relationships posters**

A. Create a poster for each student with six labelled sections for the different types of relationships (self, family, friend, helpers, acquaintances and strangers). Use squares of butcher paper and colored markers, or the backs of commercial posters. Be sure there is enough space in each section to place several photographs or drawings of people

Teacher Note: Depending on your students, you may want to create the poster outline shapes ahead of time for each student. Freehand shapes are fine.

B. Ask students to identify a list of people who would represent each relationship - at least one person per relationship. Students can refer back to previous lessons to remind themselves of people within different relationships. Have them cut out faces from photographs they've collected, draw pictures, or write people's names in the appropriate place on their poster.

C. **Sharing Posters.**

Ask for volunteers to hold up their posters to share with the class.

Once the posters are completed, they become an excellent discussion tool. Post them in the classroom, or have students take them home to discuss with their families.

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Dear Trusted Adult,

In class we talked about different kinds of relationships. Telling the difference between helpers, acquaintances and friends is often confusing. The roles that different people play in our lives are varied, and the ability to know how to appropriately interact within a variety of types of relationships is a critical social skill. It's also important, especially from a safety perspective, to be able to handle interactions with strangers (when they are approaching you in an unwanted way, or when you need help from them).

We considered several different definitions for the terms "helpers", "acquaintances" and "strangers".

"Helpers are people who care about me and help me to do things as part of their job. They are (almost always) paid money to help me. People who are helpers include my teacher, my doctor, and my dentist. Some people need help to do all kinds of things, like getting dressed, eating, going to the bathroom. The people that help them with these parts of their days are called helpers. "

"Acquaintances are people who know my name and I know their name, but that's about all. I don't really feel close to these people, but I like them, and they are part of my life. Examples of acquaintances might be the grocery store clerk, the librarian, the principal of my school, my neighbor across the street, a new student at school, a friend of a friend."

"Strangers are people I don't know. I have not been introduced to them and they have not been introduced to me. They don't know my name and I don't know their name. They are part of my life but I am not close to them. Examples of strangers include people you see at the bus stop, other shoppers in the store, other people in the school who you don't know, other teachers you haven't met."

There are several ways you can support this learning:

- Identify other people in student's lives who represent different types of relationships. List them.
- Ask students to point out strangers they think should be avoided or ignored, and other strangers they think might be safe to ask for assistance if they needed it. Talk about their choices and appropriate interactions.
- Ask students to watch television for one hour and write down the names of the characters. Have them choose the main character and then decide what kind of relationship that person has with each of the other characters in the show.
- Have students repeat the above exercise with

  A) a movie they are going to, or

  B) a book they are reading.

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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88

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Case Study Transparency 1

friend Andy	nurse Pam	Mrs. McGraw	strange man

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Case Study Transparency 2

Brad	Mrs. Jones	other swimmer	Lifeguard Beth

90

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Case Study Transparency 3

Mrs. Ross	Mike	Jeremy	people at lunch

91

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Case Study Worksheet

Check the box that shows the kind of relationship each person had with Joe.

Andy ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	**Pam, the nurse** ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance
Mrs. McGraw, Joe's Mother's friend ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	**The man in the hall** ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance

92

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People In My Life

1. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	2. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	3. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance
4. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	5. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	6. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance
7. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	8. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance	9. ☐ family ☐ friend ☐ helper ☐ stranger ☐ acquaintance

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People In My Life: Touch & No Touch

TOUCH	NO TOUCH	TOUCH	NO TOUCH
TOUCH	NO TOUCH	TOUCH	NO TOUCH
TOUCH	NO TOUCH	TOUCH	NO TOUCH

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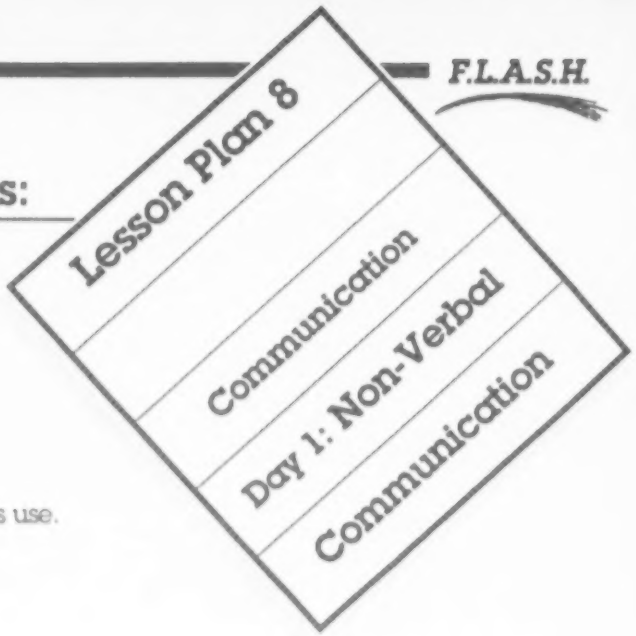

Student Learning Objectives:

to be able to...

1. Identify two types of communication (verbal and non-verbal).
2. • Using only body language, appropriately express a given emotion.
3. Define the term "paraphrase" and explain it's use.

Materials Needed:

A playground ball
Emotion flash cards
One copy of the worksheet for each student

Agenda:

1. Define two types of communication
2. Non-verbal communication
3. Body language and eye contact
4. Expressing emotions
5. Active listening
6. Define the term "paraphrase"
7. Practicing the paraphrase

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Effective communication skills, both verbal and non-verbal, are extremely important social skills. Communication provides a route for thoughts and feelings to be shared between people.

Non-verbal communication sends powerful messages. For some of your students, it may be their primary means of connection to others. Learning and practicing effective and accurate non-verbal communication skills is critical in order to be heard and understood by others.

This lesson provides an opportunity for non-verbal students to become teachers. Point out creative and uniquely effective non-verbal communication strategies used by other students.

Activities:

Demonstrate the concept of the message being passed by using a written message and physically passing it from one person to another. The message could be as simple as a picture of the next activity - lunch, perhaps!

1. Define two types of communication - discussion

A. Start by defining the general concept of "communication" with your students.

Take a playground ball, which you've turned into "the message" (by taping a piece of paper with the word "message" onto it, or writing the word "message" in bold pen on masking tape attached to the ball.)

Tell students that this ball is the "message".

Ask for two volunteers (or do this part with a teaching assistant). One volunteer is the "sender" of the message, the other is the "receiver" of the message.

Ask students "*What do we do when we communicate?*"

One good answer is that we "*pass a message from one person to another person*".

Tell your students that;

"there are three parts to communication: the sender, the message and the receiver."

Point to each volunteer and the ball as you speak.

Tell your students that;

Communication is like a giant ball game, where the ball is the message which must be sent and received in order for the game to continue. If the ball is sent incorrectly, or in a confusing way, the receiver may not be able to receive it and respond. If the receiver is not ready for the ball, then that also affects the interaction. Effective communication is like a good rally, with both the sender and the receiver appropriately handling the message and then switching roles to do it again!.

Have the sender pass the message (ball) to the receiver, who will then receive the message. The receiver can hold the message (ball) for a moment and then become the sender, returning the message to the other person. Have volunteers model both ineffective communication (dropping the ball) and effective communication (smoothly passing the ball) as you speak.

B. Point out to students that there are always at least two people involved in communication - and they both have important jobs to do.

The sender of the message must be clear and direct in their job, or the ball may be dropped. The receiver of the message must be prepared and ready to receive the message. This is just as important - listening actively means that the ball will get to it's destination without being fumbled or dropped!

96

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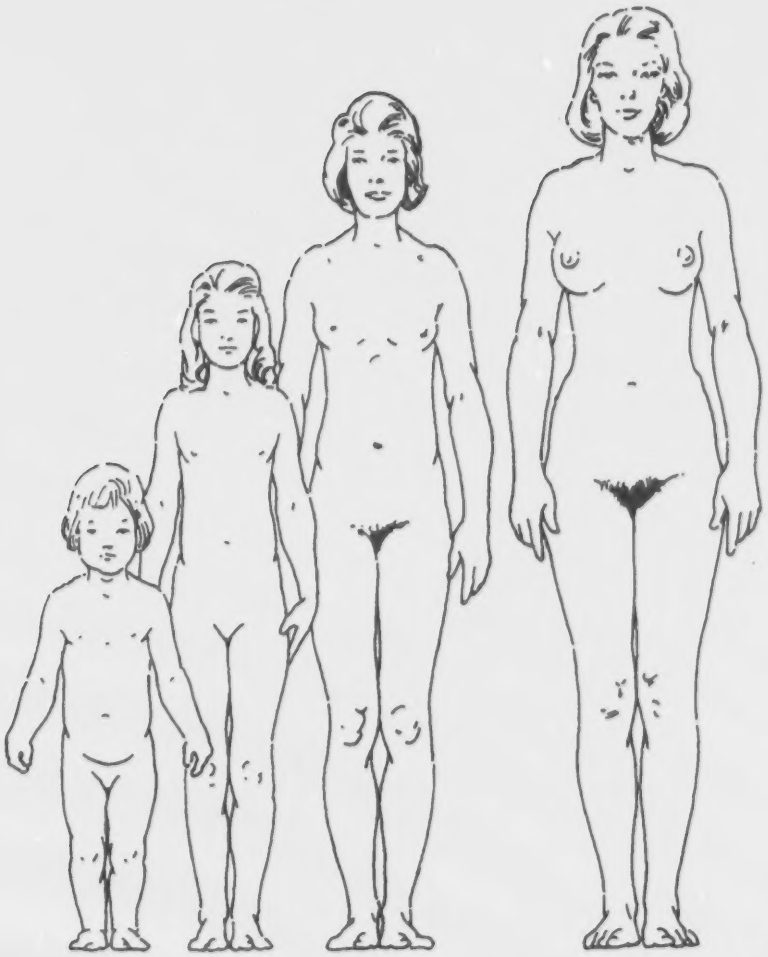
Female Puberty Changes



193

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Facts and Myths about Puberty.

1. Girls may start puberty any time between the ages of 9 and 16.
   (TRUE or FALSE)
2. Usually, boys start puberty between the ages of 10 and 17.
   (TRUE or FALSE)
3. Boys only get erections when they think about something sexual.
   (TRUE or FALSE)
4. A person's feelings may change from moment to moment, especially during puberty.
   (TRUE or FALSE)
5. If your parents started puberty early, you might too.
   (TRUE or FALSE)
6. You can tell whether a girl is menstruating by looking at her.
   (TRUE or FALSE)
7. It is common for boys to have nocturnal emissions (wet dreams) during puberty, but it is also healthy not to.
   (TRUE or FALSE)
8. The main reason teenagers get acne during puberty is from eating the wrong foods.
   (TRUE or FALSE)
9. There is nothing wrong with a boy if he ejaculates in his sleep.
   (TRUE or FALSE)
10. It is okay for a girl to shower or play sports during her period.
    (TRUE or FALSE)
11. A boy should start wearing an athletic supporter ("jock strap") during puberty when he plays sports, to protect and support his genitals.
    (TRUE or FALSE)
12. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable playing sports and being active.
    (TRUE or FALSE)
13. Just because you have a sexual feeling, you don't have to act on it.
    (TRUE or FALSE)
14. It is necessary to wash more often once you begin puberty.
    (TRUE or FALSE)
15. It is better to ask a trusted adult about changes you have questions about, than to worry.
    (TRUE or FALSE)

194

(answers: 1.T, 2.T, 3.F, 4.T, 5.T, 6.F, 7.T, 8.F, 9.T, 10.T, 11.T, 12.T, 13.T, 14.T, 15.T)

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Lesson Plan 18

Understanding the Body

Day 3: Sexual Health & Hygiene

Student Learning Objectives:

to be able to...

1. • Identify three components of good hygiene
2. • Identify consequences of poor hygiene
3. • Understand that hygiene is a personal responsibility
4. • Label and identify five hygiene tools
5. • Explain how five hygiene tools are used and how frequently they should be used.

Materials Needed:

Magazines (good variety of racial, ethnic and social classes represented)

Transparencies - hygiene toolkit, breast and testicle self-exam (optional)

Hygiene tool kit. (create a classroom kit for ongoing use)

INCLUDE:

- **dental care**: toothbrush, toothpaste, dental floss, mouthwash,
- **hair care:** hairbrush, comb, hair pick, shampoo, conditioner (optional),
- **skin & nail care**: soap, washcloth, nail brush, nail clippers, nail file, lotion, deodorant, perfume/cologne (optional), toilet paper, disposable gloves (if students require assistance with toileting), make-up, shaving supplies,
- **menstrual care**:menstrual hygiene supplies (pads, tampons),
- **miscellaneous** : first aid kit, and sewing kit.

Agenda:

1. Defining hygiene
2. Case study #1 - Fred
3. Case study #2 - Carla
4. Hygiene toolkit
5. Cleaning Fred up
6. Clothing & hairstyle choices
7. Health considerations

195

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Personal hygiene practices are an important indicator of the self-esteem of your students. Since our society frequently judges people on the basis of their appearance, it is important for your students to demonstrate appropriate skills in hygiene, grooming and clothing choice. First impressions are important!

Activities:

IMPORTANT NOTE TO TEACHERS: Some students may not have access to hygiene tools in their home. Fashionable, good-fitting clothing, and grooming supplies may not be available. If this is the case for some of your students, work with your school nurse or principal to help students acquire essential materials. Grants from pharmacies or service clubs may be possible methods of obtaining supplies for your students.

"Being clean"

1. Defining Hygiene

Tell students that:

"Hygiene means keeping our bodies clean and healthy"

Use roleplay or pictures to augment case studies.

2. Case Study #1 - FRED

A. Describe Fred. Project the transparency.

"Fred has just returned from a camping trip. Fred has been eating a lot of fish that he caught on his camping trip. If you look closely at Fred's shirt, you can see fish blood from when he was cleaning the fish.

Fred has not changed his clothes in three days. Fred has not had a bath or a shower in three days. Fred's car broke down on the way home, and while he was fixing it, he spilled oil all over his clothes. Fred's hands are filthy. Fred has not used toilet paper for three days - he has been using leaves to wipe his bottom after going to the bathroom. Fred has not shaved or washed his hair or used deodorant in three long hot summer days. Fred stinks!

Fred drove into town, after his trip. He stopped at the post office to pick up his mail, and saw his girlfriend, Mary. He walked over to her, and tried to give Mary a big hug. Mary screamed and ran in the other direction!

B. Ask students:

"Can you think of why Mary acted like she did? What would you do if Fred came up to you?"

"Who should clean Fred?"

C. **Personal Responsibility for Good Hygiene.** Discuss with students that Fred is responsible for Fred. Explore with your students that each individual has a responsibility to take care of him or herself.

In infancy, as babies, we are cleaned and cared for by our parents, but when we are old enough to take care of keeping ourselves clean, it becomes our personal responsibility.

196

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If Fred needs supplies or help to keep clean, he can ask for them. Who could Fred ask? Where can he get them? If your students need supplies or help to keep clean, they should ask a trusted adult.

Roleplay, but be sure you don't inadvertently teach students to scratch inappropriately.

"What should Carla do?"

Most likely answer is "Take a shower and get clean."

3. Case Study #2 - Carla

A. Describe Carla.

"Carla is 18. Lately Carla has had an itching problem. Her private parts are really itchy. She has tried to be subtle about scratching, but her pubic area is really driving her crazy with how itchy it is all the time. Carla is kind of worried about her problem. It's embarrassing to be scratching private parts of your body all the time, and people have been staring at her. Her supervisor at work asked her to "please stop scratching" Her private parts are getting sore from scratching so much."

B. Ask students:

"Can you think of what the problem might be?"

Point out that there might be simple solutions for Carla's itching problem.

- Maybe Carla needs to wash her pubic area really well - it could just be dirty.
- Maybe Carla has some kind of an infection - if so, then she should see a doctor.
- Maybe Carla's pants are too tight - that could be what's causing the irritation.
- Maybe Carla's allergic to the new kind of soap used in the laundry. She could try switching brands.

• For some students it may be important to use the same brand of products in this exercise, as they use at home. This will help with generalization. If this seems appropriate, call family or staff members and ask them to send specific supplies to be used in this lesson.

• Place all the products on a table.

• Point to body parts on yourself or a teaching assistant and ask students to pick out the product needed.

• Again, start at the head (hair) and work down so you don't miss anything.

4. Hygiene Toolkit

A. Bring out your hygiene toolkit.

B. Post the Hygiene Toolkit transparency

This body outline will provide you with a structure. Point to parts of the body and ask students

"What hygiene tools do we need to use to keep this part of our body clean and healthy?"

Start at the top of the body and work downwards. That way you'll be sure to cover everything.

Be sure to include appropriate disposal of used supplies in your discussion. (especially used menstrual supplies). See the menstrual hygiene page for specific teaching strategies Also discuss douching. This practice is not necessary and can sometimes cause infections.

C. For each item in the tool kit, have students answer the following questions :

- what the item is called
- what it is used for
- how it is used
- how frequently it should be used (remember that values and needs differ here - be respectful of differences)
- approximate cost
- where you can buy it

197

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D. Discuss advertising campaigns that seem to suggest you'll be "sexier" if you use certain hygiene products. Be sure to point out that no specific brand of mouthwash or toothpaste or deodorant makes you any "sexier" than any other product, but that people DO find cleanliness attractive.

Model/roleplay cleaning Fred - using actual supplies from previous exercise.

5. **Cleaning Fred Up**

Once again describe Fred.

"After his camping trip, Fred decides he is really dirty. He has not used good hygiene for the last three days and he smells bad. He gathers his supplies and gets ready to make a change.

After an hour or so, things are different!

Fred has just had a hot shower using soap and shampoo. His hair is combed, he's shaved, he used deodorant, he trimmed and filed his nails, he is wearing clean clothes and his teeth are brushed and flossed. Fred even gargled with mouthwash! Fred looks and smells great!

Fred goes out for a walk. He runs into his girlfriend Mary. Mary says "Hi Fred!" She smiles and gives him a great big hug.

Look through catalogues and ask students to pick their favorite item from the page.

6. **Clothing & Hairstyle Choices**

A. Fashions.

Have students discuss current fashions. Have them look through current magazines (be sure to include ethnic and socio-economic variation in your magazine choices) and choose clothing and hairstyles they think are appealing.

Then have them look at magazine pictures from the 1960's or early 1970's.

Have students compare the clothing and hairstyles and discuss the differences.

Point out that shirts are shirts, hair is hair, but that type and style can make a difference in the way others view us.

Find pictures of different weather conditions - rain, sun, snow, cloudy day. Bring samples of different kinds of weather related clothing (umbrella, raincoat, mitts and hat, bathing suit, sweater, etc). Add a thermometer, if your students will understand it. Have students pair the weather condition pictures with the appropriate gear.

You may want to bring in examples of contemporary fashionable clothing, and examples of clothing which is less fashionable. Compare and contrast.

Point out that if clothing is clean and mended, it will look better and be more attractive than if it is dirty and torn. Keep in mind that affordability of new clothes may be an issue for some students.

B. **Weather.** Have students describe clothing that would be appropriate for different types of weather. You can do this in two ways. Describe a day (cold and raining, warm and sunny, snowing, cloudy and cool, 90 degrees in the shade) and have students:

A. *describe verbally the appropriate type of clothing for the weather described*

B. *choose pictures from magazines of appropriate clothing* - catalogues and ads are very helpful.

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7. Health Considerations

Teacher Note: This is a wonderful opportunity for including a lesson on food groups and healthy food choices. Also a chance to discuss self-medication issues and taking medications as prescribed.

A. Discuss with your students that

"There are things we can do to stay clean, and there are things we can do to stay healthy. Can you think of things we do to stay healthy?"

Roleplay, model each of the healthy habits

B. Brainstorm a list with your students and write it on the board. Be sure to include:

1. good eating habits - healthy diet
2. exercise - physical fitness
3. seeing a dentist regularly
4. seeing a doctor regularly
5. cleaning all parts of the body
6. get enough sleep/rest
7. using seat belts and bike helmets
8. not using cigarettes, alcohol or illegal drugs
9. using over-the-counter drugs (aspirin, etc.) only when provided by a trusted adult
10. being happy with your life

C. Breast & Testicular Self-Exams

Teacher Note: Instruction in breast self-exam and testicular self exam should be considered optional for purposes of this lesson. Teaching pictures are included for your use and for sharing with trusted adults if appropriate. Consider bringing in a nurse, doctor or educator from your local public health department to provide additional information about these preventive health care strategies.

8. Supporting Activities

A. Consider inviting a cosmetologist, cosmetic salesperson, barber, manicurist, to volunteer time and services with your class

B. Plan a "Good Grooming Day", where students demonstrate good hygiene and get dressed up for class. There might be a special surprise as a reinforcer - a special snack, shampoo or perfume samples, or a special visitor your students want to impress - like the principal!

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Dear Trusted Adult,

In class we talked about hygiene and health care. Students learned about the importance of good hygiene habits, about hygiene tools and about choosing weather-appropriate clothing.

You can support this learning by:

- *Commenting on how nice the student looks when they are appropriately groomed.*
- *Making hygiene supplies readily available*
- *Having plenty of mirrors available - for checking appearance. If possible, make both a full-length mirror and several smaller mirrors available, hung at convenient heights in accessible places.*
- *Collecting some basic hygiene tools (deodorant, toothpaste, shampoo, soap, floss, sanitary pads, shaving equipment, etc.) and discussing how and why they are used. Also discuss whether additional items are needed.*

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

200

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Hygiene Worksheet

What does Fred need to clean up?

201

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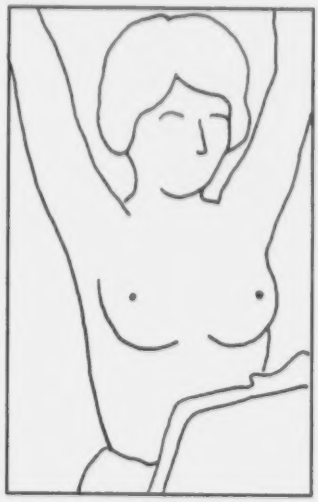
Breast Self-Examination

In The Shower

In Front Of A Mirror



Lying Down

Another Way To Save Your Life!

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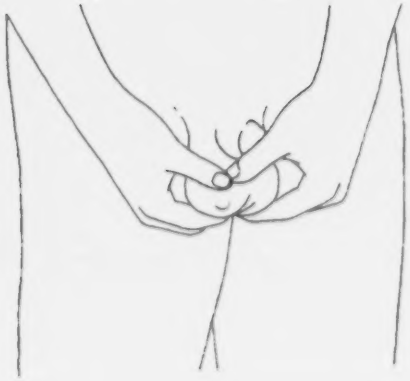
Testicular Self-Examination

Roll Each Testi



Look In The Mirror

Because You May Save Your Own Life!

203

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Menstrual Hygiene Instruction.

- **It may be helpful to instruct young women on an individual basis, about appropriate use and disposal of menstrual supplies.**
- **The skills should ideally be taught:**
  1. by a trusted female adult (parent, teacher, close adult friend)
  2. in context (ie. when the young woman is having her period)
  3. consistently - both at home and at school
  4. using the same strategy for each cycle
  5. using relevant supplies (ie. don't teach pad/napkin use if tampons have been selected as the method of choice - even switching pad brands/types may be confusing)
  6. like any other toileting skill.
- **A few specific suggestions:**
  1. **teach in the bathroom**
  2. **demonstrate (fully dressed) but using a sample, a spare pair of underwear, red food coloring mixed with water, and toilet paper.**
  3. **teach the following steps using the simplest language you know.**
     a. **recognizing that your period has started** (noticing blood or red on your underwear)
     b. **cleaning up** (cold water for clothing)
     c. **getting supplies** (where are they kept, where are they purchased)
     d. **using supplies** (demonstrate using spare underwear and supplies)
     e. **appropriate disposal of used supplies** (use samples, red food coloring and water mixture, toilet paper and demonstrate folding pad so that red is inside/can't be seen, wrapping used pad or tampon in toilet paper, placing used wrapped supply in appropriate location - bags, wastebasket, etc.). Wash your hands.
     f. **emphasize privacy** - menstrual care is a private activity, performed in private places

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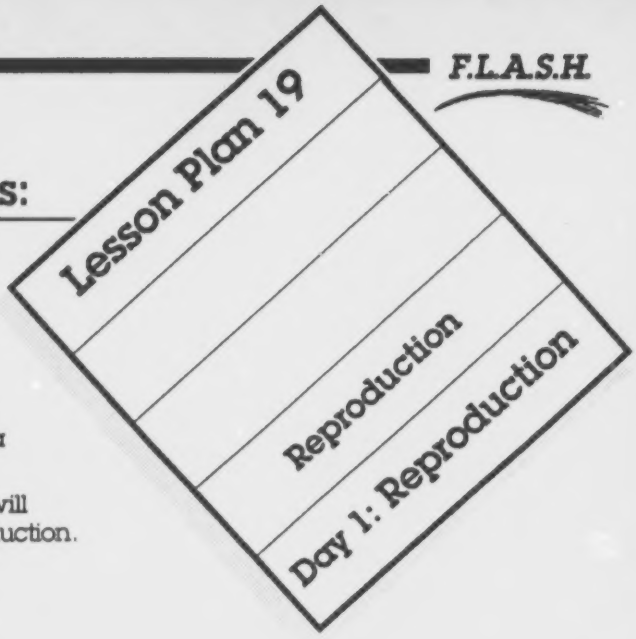

Student Learning Objectives:

to be able to...

1. • Explain that all species reproduce, that humans come from other humans and that for humans to reproduce, both a male and a female are necessary.
2. Using appropriate vocabulary, the student will identify parts of the body involved in reproduction.
3. Explain the process of fertilization.

Materials Needed:

Transparencies - review, new vocabulary and five facts
One copy of the worksheet for each student

Agenda:

1. Introduce topic
2. Anatomy and vocabulary
3. Fertilization
4. The five facts
5. Optional additional activities

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"Where did I come from?" When students ask about their origins, there is more to be considered than a simple explanation of reproductive biology.

This lesson, along with pregnancy, parenthood, sexual decision making and birth control, provides crucial information for your students, as they consider these topics both objectively and in terms of their own future plans and dreams.

Activities:

"Where do babies come from?"

Use anatomical models obtained from the Public Health Department or a doctor's office

1. Introduce today's lesson

Identify the topic of today's lesson as reproduction

"Where babies come from"

2. Anatomy & Vocabulary

A. Review genital anatomy & vocabulary from the anatomy lesson. You may want to project the vocabulary and diagram transparencies used in that lesson.

B. Add the following vocabulary words and concepts. Project the transparency and discuss the definitions:

sperm: the cell from a man's body that can start a pregnancy if it fertilizes an egg cell from the woman's body

egg: the cell from a woman's body that can start a pregnancy (also known as ovum) if it is fertilized by a sperm cell from the man's body

3. Fertilization

A. Explain that when sperm and egg meet and start a pregnancy, it is called **fertilization** (add fertilization to the vocabulary lists).

B. Since the actual egg and the sperm are so tiny, and hard to see, it may be difficult for students to visualize this process.

One approach to helping your students visualize egg and sperm and the process of fertilization, is to simply draw them on the board.

An egg looks like a circle. It is much larger than a sperm. The egg is visible with the naked eye. It is about the size of a period on your page. (Have students find a period on a page in their book).

For the blackboard (purposes of illustration) we will draw the egg about the same size as a basketball.

A sperm looks like a small circle with a tail on it. You can't see it without a microscope. For illustration purposes, draw the sperm about the size of a ping pong ball.

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These five facts can be taught in many ways. Use discussion, roleplay, diagrams on the blackboard - any approach that will meet specific students' needs.

4. The Five Facts

A. Discuss the first fact.

All species reproduce. Humans come from other humans. Kittens from from Cats. Puppies come from Dogs. People come from People.

Reinforce this concept by asking the class

"Where do _____ come from?"

Class response should be

"from other _____"

Use any species you can think of, or refer to this list:
goldfish, rabbits, deer, mice, flies, snakes, ants.

B. Discuss the second fact.

For humans, it takes both a male and a female to reproduce.

C. Discuss the third fact.

Sperm comes from males.

More detail: *"Sperm comes from the testicles, out of the man's penis when he ejaculates. (sperm does NOT come out when the man urinates or "goes pee")"*

D. Discuss the fourth fact.

Eggs come from females.

More detail: *"The egg comes from the woman's ovary into a tube that leads to the uterus."*

Sperm + egg = pregnancy

E. Discuss the fifth fact.

The male puts his penis into the female's vagina and lets the sperm out (ejaculation). When a sperm joins with an egg, a pregnancy starts.

More detail: *"If the man's penis is inside the woman's vagina (if they are having sexual intercourse) and he ejaculates, sperm can travel into the woman and possibly meet an egg in the tube. If a sperm meets an egg and they connect, then the egg goes to the uterus and a baby starts to grow there. A pregnancy has begun."*

F. Summary Ask:

"Where do babies come from?"

Project the five facts transparency and give each student their own copy of the handout. Use this to summarize. Clarify as necessary.

"When a sperm and an egg meet in the woman's body and start a baby."

5. Optional Additional Activities

A. Explore the development of twins - both fraternal and identical

B. Discuss the development of the fetus (using diagrams from resource books, brochures, fetal development models or the marvelous NOVA film "The Miracle of Life").

207

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Dear Trusted Adult,

"Where did I come from?". Students will be answering that question for themselves during the next few classes.

The following information was presented in class today, along with a discussion of public (adult medical) vocabulary terms for reproductive system parts.

1. *All species reproduce. Humans come from other humans. Kittens come from Cats. Puppies come from Dogs. People come from People.*
2. *For humans, it takes both a male and a female to reproduce.*
3. *Sperm comes from males.*
4. *Eggs come from females.*
5. *The male puts his penis into the female's vagina and lets the sperm out (ejaculation). When a sperm joins with an egg, a pregnancy starts.*

You can support this learning by:

- *Reviewing the information presented*
- *If a friend or relative is currently pregnant discuss the pregnancy in terms of these newly learned concepts.*

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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Reproduction Vocabulary

Sperm: the cell from a man's body that can start a pregnancy if it fertilizes an egg cell from the woman's body

Egg: the cell from a woman's body that can start a pregnancy (also known as ovum) if it is fertilized by a sperm cell from the man's body

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Five Facts: About Reproduction

1. **All species reproduce.**
   - Humans come from other humans.
   - Kittens come from cats.
   - Puppies come from dogs.
   - People come from people.

2. **For humans, it takes both a male and a female to reproduce.**

3. **Sperm comes from males.**

4. **Eggs come from females.**

5. **The male puts his penis into the female's vagina and lets the sperm out (ejaculation). When a sperm joins with an egg, a pregnancy starts.**

210

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Lesson Plan 20

Reproduction

Day 2: Pregnancy

Student Learning Objectives:

to be able to...

1. • Correctly label pictures of women as obviously pregnant or not pregnant
2. Define pregnancy as the period of time (nine months) when the baby grows inside the mother's uterus
3. Explain the relationship between the concepts of intercourse, fertilization, pregnancy and parenthood

Materials Needed:

Transparencies - prenatal development

Magazine pictures of pregnant and non-pregnant women - try maternity clothing ads

Sequence flash cards

Agenda:

1. Defining pregnancy
2. Picture sorting
3. Pregnancy changes
4. Fetal development
5. Sequence of reproduction
6. Birth
7. Changes & responsibilities of pregnancy

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Your students may or may not ever experience pregnancy first-hand. They will all, however, observe pregnancy in others at some time. And they will likely have many questions. This lesson will help to answer some of those questions.

Activities:

"Growing a baby"

1. Defining Pregnancy

Define pregnancy as:

"the period of about nine months when the baby (also called a fetus) is growing inside the mother's uterus".

Work one-on-one with students

2. Picture Sorting

A. Collect a variety of pictures of women - pregnant and not pregnant.

B. Have students sort pictures you have collected into two piles - visibly pregnant and not visibly pregnant.

C. Ask them to explain their decisions and point out some of the cues from the pictures that helped them to decide.

Point out the obvious physical changes in body shape

Discuss and roleplay the other differences (eg. sleeping more, seeing a DR.)

3. Pregnancy Changes

Brainstorm with your students some of the differences between pregnant women and non-pregnant women. Write their ideas on the blackboard. Be sure to include:

- mood changes (anger, tears, afraid, very happy, excited)
- no drugs, alcohol, caffeine, cigarettes, or medications
- need to eat healthy food - to help baby grow
- body changes - weight gain, posture, hair and skin changes, difference in waistline - belly is distended
- wear maternity clothes instead of regular clothes
- need to see the doctor regularly - good prenatal (before birth) care
- may need more rest, be nauseated, urinate more often.

Fetal development models or "The Miracle of Life" a NOVA video tells the story of the growth of the fetus.

4. Fetal Development

A. Discuss that at the same time as the pregnant woman ("Mother") has body and feeling changes, the fetus ("baby") growing inside her is also changing.

B. Project the fetal development transparencies and discuss the growth and body changes of the developing fetus at various stages of pregnancy (each trimester).

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Match to sample using two sets of cards

5. Sequence of reproduction

A. Divide students into small groups.

B. Hand out the reproduction sequence flash cards - one set for each group

C. Ask students to arrange the cards in the correct sequence.

- deciding to have a baby
- sexual intercourse
- fertilization (egg and sperm meet)
- pregnancy
- birth
- parenthood

"How the Baby Comes out of the Mother"

Use anatomically correct dolls that get pregnant and give birth

6. Birth

A. Discuss with students that at the end of pregnancy (usually at about 9 months), the baby is ready to be born.

B. There are two ways babies can be born.

1. Most babies are born through the mother's vagina. This means that the baby is pushed out of the mother's uterus and comes out of her vagina. This pushing is extremely hard work and is called "labor".
2. Some babies are not able to be born through the vagina. They are instead born by "Caesarian Section".

In this kind of birth, a doctor numbs the mother's belly, and operates to take the baby straight out of the uterus.

7. Changes & Responsibilities of Pregnancy

Discuss with your students that pregnancy is a time of many changes for families. Explain that the next lesson will help them to think about what some of the changes might be. Being a parent is a lot of work and has a lot of responsibilities associated with it.

213

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Dear Trusted Adult,

In class we talked about physical changes of pregnancy, and discussed the sequence of the life cycle (ie. deciding to have a baby, sexual intercourse, fertilization, pregnancy, birth, parenthood). We also talked about two different methods of giving birth; vaginal delivery and Caesarian Section.

You can support this learning by:

- *Being available to discuss questions or thoughts students may have*
- *Visiting the library (community or school) and exploring materials that discuss pregnancy and birth with students. The NOVA presentation "The Miracle of Life" is a photographic presentation of the actual developing fetus and has been very helpful for many students.*
- *Discuss your feelings about pregnancy and birth.*

If you have any questions or comments, please call me.

Sincerely,

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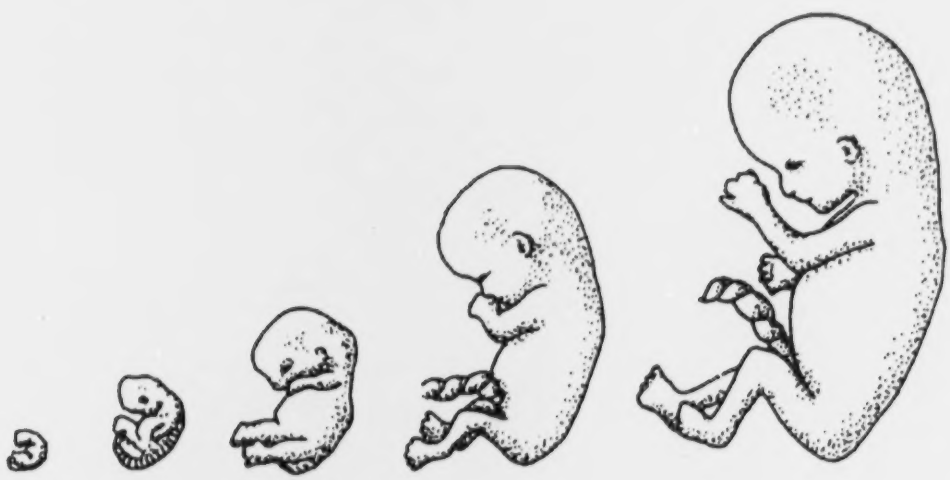
Prenatal Development: the first three months

During 1st month: Blood begins circulating
Brain is just beginning to form, though it does not work yet

During 2nd month: Arms, legs, and internal organs begin forming
Genitals are starting to form, but male and female still look alike
Tail disappears

During 3rd month: Male and female begin to look different
Fingers, toes, and finger nails form
The head is almost half the size it will be at birth



4 Weeks	6 Weeks	8 Weeks	9 1/2 Weeks	11 Weeks
1/5 inches	1/2 inches	1 1/16 inches	2 inches	3 inches

215

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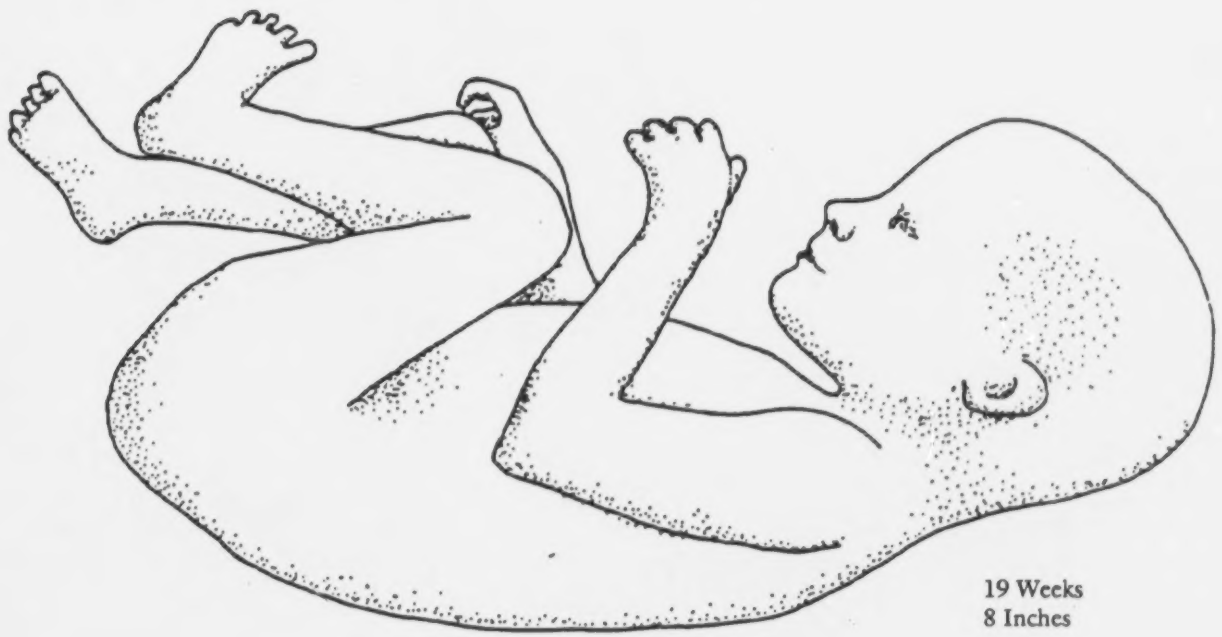
Prenatal Development: the second three months

During 4th month: Muscles move
Skin is transparent
Sweat glands, eyebrows, and eyelashes form

During 5th month: Hair, eyelashes, eyebrows form
Hiccups begin and other movement can be felt
Heartbeat can be heard
There is hair on the head

During 6th month: Brain waves begin (brain starts working)
Eyes open
Ears begin to work
There are fingerprints and footprints



19 Weeks
8 Inches

Actual Size

216

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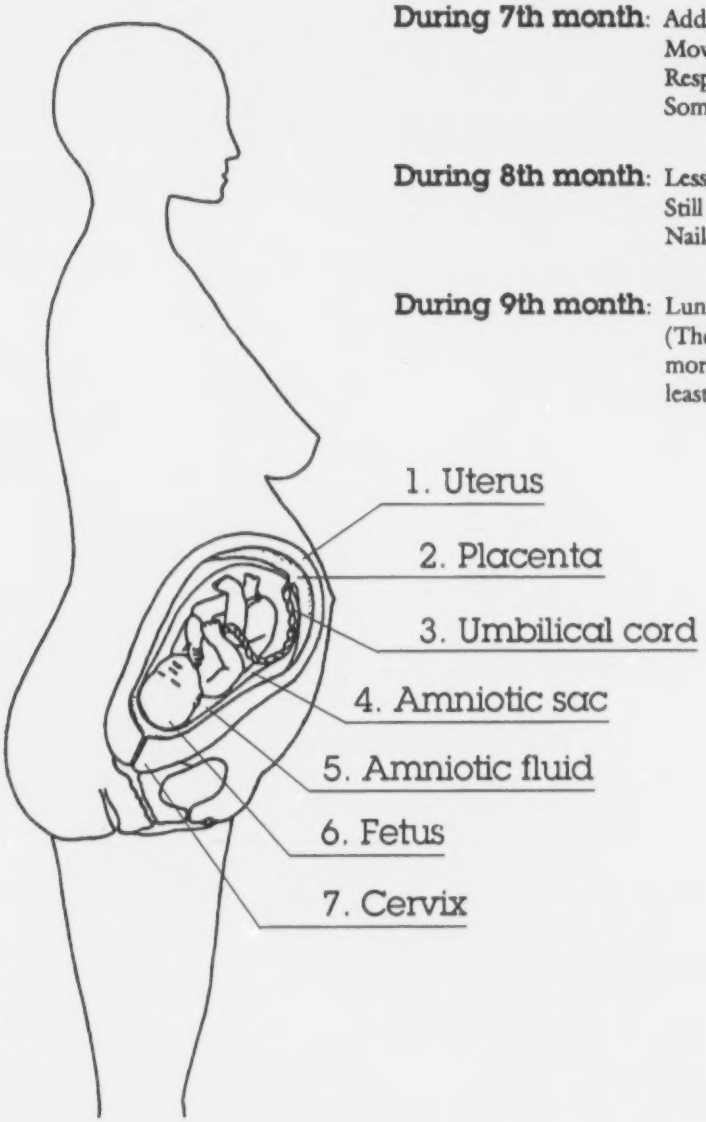
Prenatal Development: the last three months

During 7th month: Adds body fat
Moves alot
Responds to sound
Sometimes awake, sometimes asleep

During 8th month: Less active, less wrinkled
Still growing longer, heavier
Nails, bones begin to harden

During 9th month: Lungs and other organs finish maturing (The brain won't be fully mature for two more years; the reproductive system for at least twelve more years.)



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Sequencing Flash Cards

• deciding to have a baby	• sexual intercourse
• fertilization	• pregnancy
• birth	• parenthood

• deciding to have a baby	• sexual intercourse
• fertilization	• pregnancy
• birth	• parenthood

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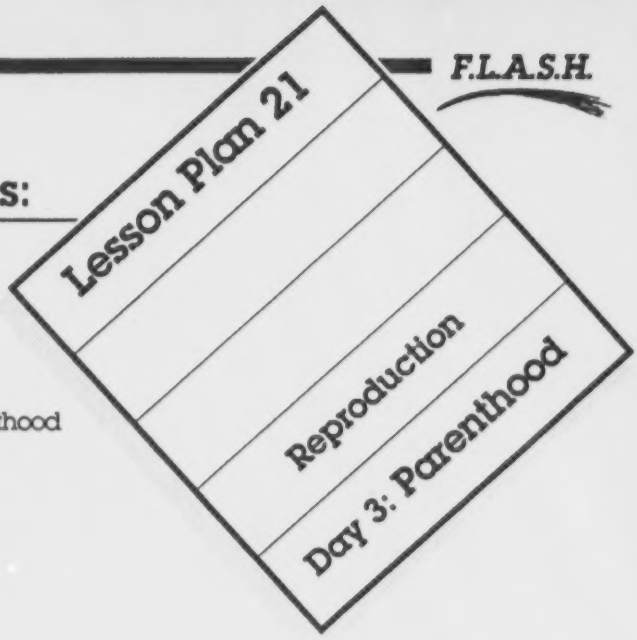

Student Learning Objectives:

to be able to...

1. • Explain that pregnancy is the result of intercourse and conception, and that parenthood is the result of pregnancy and giving birth.
2. Identify pros and cons of being a parent
3. • Identify five responsibilities of parenthood

Materials Needed:

Transparency of reproduction sequence, baby

Catalogues with baby equipment sections.

Agenda:

1. Review sequence
2. Identifying pros & cons
3. Identifying responsibilities
4. Equipment and supplies
5. What do parents do?
6. Personal thoughts
7. Optional additional activities

219

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Becoming a parent is not a decision to be made lightly. Parenthood has a profound impact on people's lives, and is not for everyone. Many people choose other ways to have a relationship with a child; (niece or nephew, neighbor, friend's baby) options that involve much of the love and little of the responsibility.

For some of your students, this lesson will bring them "down to earth" regarding the responsibilities of parenthood. The idea of becoming a parent may be romanticized, and it is critical for your students to understand some of the realities of the responsibilities involved. This is not to suggest that some of your students won't someday become parents. Just that it ought to be a carefully considered, well-informed, conscious choice.

Activities:

"What happens after a baby is born?"

1. Review Sequence

A. Introduce today's lesson by projecting the transparency of the reproduction sequence which ends with parenthood.

Ask students to read the names of the events and discuss each one a little for review purposes. Tell the class what each word means.

B. Point to the parenthood shape and tell students

"Today we are going to talk about what happens after a baby is born. We're going to talk about parenthood."

Project the transparency of the baby.

2. Identifying Pros and Cons

A. Ask students to tell you things they think would be positive or good about having a baby - becoming a parent. Write their ideas on the blackboard. Be sure to include:

- loving another person
- watching someone grow
- someone to cuddle and hold
- seeing yourself in another person (heredity)

Ask students to identify one good thing and one bad thing about being a parent.

B. Ask students to tell you things they think would be negative or bad about having a baby - becoming a parent. Write their ideas on the blackboard. Be sure to include:

- costs money - food, clothing, entertainment, toys, doctor bills, education, babysitters,
- sleep deprivation
- dirty diapers
- spitting up
- constant responsibility
- crying and fussing
- needing to help them with their homework
- not being able to go places without the child
- having to watch someone you love learn from hurts and mistakes

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3. Identifying Responsibilities

A. Discuss that becoming a parent is a major life change. Things are never the same again. Before parenthood people are really only responsible for themselves. But once you are a parent, you are responsible for a child who is completely dependent on you..

"What do parents have to do?"

B. Brainstorm a list of responsibilities.

Be sure to include:

- food
- shelter
- clothing
- medical care
- education
- transportation
- love
- help child to build self-esteem
- protection

4. Equipment & Supplies

A. Divide the class into small groups of three. Give each group a copy of a catalogue with baby equipment in it. For each group, appoint a treasurer, a secretary and a purchaser.

"What do parents have to get for their babies?"

Students can select items from a collection of pictures.

B. The secretary will write down everything the group members think a baby would need. Have students keep in mind the following categories:

- feeding equipment - chair, bottles, dishes etc,
- sleeping equipment - crib, blankets, sheets, mattress,
- clothing - T-shirts, sleepers, coats, booties
- diapers - cloth or disposable
- transportation - car seat,
- entertainment - toys and books,
- playpen,
- toileting supplies - diapers and wipes,
- safety items - gates, outlet covers etc.

If items are missing from the original list, help to make them more complete.

C. Once a list of necessary items has been brainstormed by the group, have the purchaser look up each item in the catalogue and read out the price.

D. The treasurer will then write down all the prices and add them up.

E. Allow 15 minutes or so for this process. Then have students report back to the total group on the "bottom line".

Discuss the fact that many expenses are involved in having and caring for a new baby. Point out that prenatal care and hospital delivery of a baby also is very expensive. Ask students to think about who will pay for these costs. How long might it take to earn this much money?

221

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"What do parents need to know how to do?"

5. What do parents do?

A. Discuss with students that parents have to provide lots of things for their children. They also need to know how to do lots of things. Things like:

- how to fix a burned finger
- when to call a doctor
- how to help a child learn to read
- when to put the baby to bed
- how to buy clothes for a child
- what to do to protect the child from danger

B. Ask students to brainstorm other things parents have to know how to do in order to take care of their children.

6. Personal Thoughts

A. Ask students to think about and share with the group (optional) one thing they like about children.

B. Ask students to think about and share with the group (optional) one thing they don't like about children.

7. Optional Additional Activities

A. Parent Panel. Invite several parents to visit your class and bring their babies. Students will have an opportunity to find out through questioning, about parenting responsibilities. Some prompter questions -

- How many diapers do you use in a day?
- How often does the baby need to eat?
- Does the baby sleep through the night? Did he/she always?

B. Arrange for supervised baby-sitting opportunities (in a day-care center or a home)

C. Play a 45 minute tape of a baby crying during this class

D. Have students interview for the "job" of parent

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Dear Trusted Adult,

In class we talked about parenthood. The lesson focused on the many responsibilities, expenses and the amount of work involved in raising a child.

You can support today's learning by:

- *Discussing with the student positive ways in which life changed for his/her family when he/she was born.*
- *Discussing your honest feelings about parenthood.*
- *Ask the student if they have ever thought about being a parent? Point out that there are many ways to have a meaningful relationship with children - parenting one yourself is only one of those ways. And some people are not particularly interested in having relationships with children - everyone is different. That's as it should be.*

Thus, we suggest trying to convey two seemingly opposite attitudes that are, in fact, quite compatible.

First - "I am very glad you were born. Parenting can be a very rewarding job".

Second - "Some people are very happy and fulfilled without having children. Not everyone has to be a parent."

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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Parenthood Transparency

1. Deciding to have a baby

↓

2. Sexual Intercourse

↓

3. Fertilization

↓

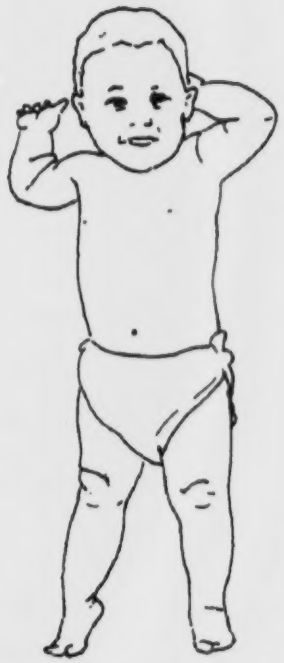
4. Pregnancy

↓

5. Birth

↓

6. Parenthood



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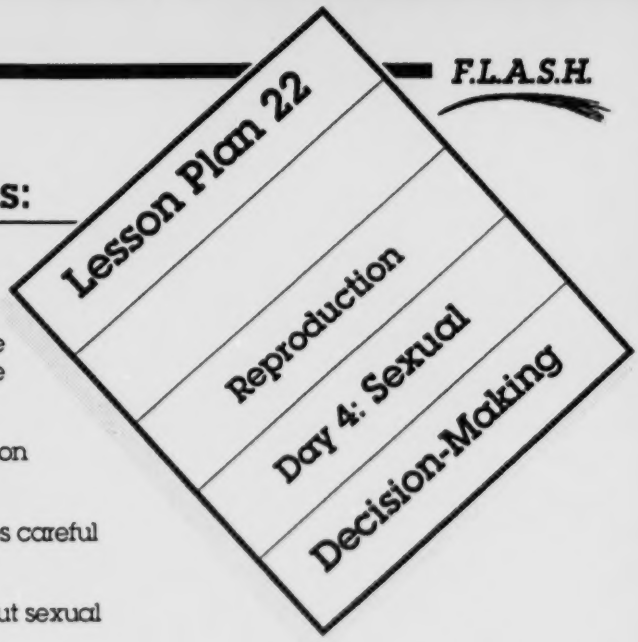

Student Learning Objectives:

to be able to...

1. • Identify at least three issues which must be considered when making a decision to have a sexual relationship
2. Identify that decisions about sexual expression are personal and private
3. Identify that sexual decision-making requires careful thought about feelings and beliefs
4. • Identify one person they could talk to about sexual decision-making

Materials Needed:

Transparencies - case study

Blackboard or butcher paper and pens for brainstorming

One copy of the wallet cards for each student

Agenda:

1. Introduce topic
2. Issues to consider
3. Types of sexual expression
4. Privacy issues
5. Case study
6. Personal resources

225

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Decisions about sexual expression are some of the most important personal decisions people make. The process of decision-making explored in previous lessons will be applied to the area of sexuality and sexual expression.

As always, students are directed to discuss feelings and beliefs about these important issues with their families or a trusted adult friend.

Activities:

Review the touch and the decision-making lessons.

Emphasize that students should make their own decisions about who they touch and are touched by and about what kind of touch is OK or NOT OK for them.

1. Introduce Topic

A. Review decision-making lesson.

Spend time reminding students of:

- **the three different types of decisions** (decisions made for us by others, easy choices, and decisions needing more thought)
- **the 4 step decision making process** (list choices, think about what could happen - both good and bad, think about feelings, think about what you believe)

B. Review the concept of sexual decision-making as it was briefly introduced in the decision-making lesson:

Remind your students that:

"Decisions about sexual touch and relationships are some of the most important decisions we ever make. They usually are decisions that "need more thought" and should not be made lightly.

It is VERY important to think about our feelings and beliefs when we make decisions about sexual touch and relationships, and to understand how these decisions affect other people."

TEACHER NOTE: Keep in mind that some people (many parents) think that people with learning challenges of all types do not experience sexual desire. This is, of course, inaccurate.

C. Also remind students that there is a range of beliefs about sexual touch such as masturbation and sexual intercourse.

Emphasize that since decisions about how we behave ("express ourselves") sexually, either by ourselves or with another person, are very personal, private decisions which require a lot of thought.

It is ESPECIALLY important, when making decisions about sexual matters, to think about our feelings and beliefs, the feelings and beliefs of the person we are sharing touch with (if there is another person), and those of our family or religious faith.

Remind students that it may be helpful to talk to their family about what their family believes, or to ask a trusted adult for help in making sexual decisions.

D. Discuss with students that:

"Today's lesson "Sexual Decision-Making", will not tell them how to behave sexually - that is something each person must decide for him or herself,

Nor does today's lesson assume that anyone in the class is sexually active ("having sex").

Today's lesson will instead help students think about some of the issues involved when we are making decisions about sexual touch and relationships.

If we practice thinking about these issues in class, using pretend situations (case study and examples), then if we are ever faced with making the same decisions, it will be easier to think about."

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"Touching private parts"

• review the location of the private parts of the body

• discuss the things people should think about BEFORE they touch another person's private parts or let another person touch their private parts.

• Discuss the issues suggested in the adjacent column.

2. Issues to consider

A. Ask students to brainstorm some of the issues they think people should think about before they make their decision. Write their ideas on the blackboard or butcher paper. Be sure to include:

- how well you know the person
- safety
- health
- pregnancy
- diseases
- other people's opinions
- what is legal
- what you want to do

Find and use pictures of different types of sexual touch.

3. Types of Sexual Expression

Ask students to brainstorm some of the different kinds of sexual expression (ways people express themselves sexually).

Write their ideas on the blackboard or butcher paper.

Try to have students supply most of the ideas - that way you'll have a sense for their awareness of types of touch. If they are slow to get started, though, you might suggest some basic types of sexual expression:

- abstinence - not having sexual touch at all.
- looking at each other
- holding hands
- hugging
- kissing
- masturbation
- touching private parts of the body
- massaging
- sexual intercourse

"Where is it ok to touch PRIVATE parts of the body?"

"In PRIVATE places"

4. Privacy Issues

A. Review and brainstorm the concept of private and public (places and behaviors).

Review the importance of private behaviors happening in private places - NOT in public places.

Review what can happen if private behavior happens in a public place (people stare, others feel uncomfortable, it might be illegal - you could get arrested).

B. Go back to the list of types of sexual expression brainstormed in exercise three.

Decide which behaviors would be considered private (most of them), and which MIGHT be okay in public (eye contact, holding hands, arm around shoulders).

C. Explain that both partners need to discuss and agree on places where sexual touching occurs.

D. Discuss places where it would be appropriate for sexual touching to occur. Identify places where people might go for privacy.

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Roleplay with a teaching assistant to make the case study more real. Change the circumstances to more relevant ones, if that helps.

5. Case Study

A. Read the following case study to the class and project the transparencies. (Change the names if there is a Joanne or a Robert in the class)

"Joanne and Robert had known each other for about five years. They had been in the same class at school and when they graduated they wound up working at the same restaurant. Joanne was 23 and Robert was 22 years old.

Joanne thought Robert was kind of cute, and Robert liked the way Joanne smiled when someone told a joke at work. Robert decided to ask Joanne out on a date.

He thought about places they could go, things that Joanne might like to do, how much it would cost, how they could get there, and what he would do if Joanne said "No, sorry."

Robert decided to invite Joanne to go see a movie and then have pizza afterwards. He called her at home and asked her out. Joanne said 'yes!', and they made their plans.

Robert picked Joanne up at her apartment. They took the bus to the movie theater, paid and went inside. They bought popcorn, found seats. and talked until the movie started.

About halfway through the movie, Robert reached over and took Joanne's hand. She smiled at him and let him hold her hand for the rest of the movie. It felt nice to her."

B. Ask students what they think about Robert taking Joanne's hand. Should he have asked her first? What if she didn't want him to hold her hand? What should he have done if she pulled her hand away?

C. *"After the movie was over, Robert let go of Joanne's hand. He and Joanne got up and went to the pizza restaurant next door to the theater. They ordered their pizza and sat down to wait for it.*

Joanne and Robert talked about the movie. They also talked about work and some friends they had in common at work. Joanne found out more about what Robert was like. She decided she really liked him - he was a nice guy.

Robert thought Joanne was pretty great too. He was glad he had asked her out.

After they had finished their pizza, Robert and Joanne got on the bus to go home. Robert had decided he would ride to Joanne's house and then get off with her, to walk her to her door. When they got to Joanne's house, they were holding hands again.

Robert said, 'Gee Joanne, I really had a nice time with you tonight. Do you think I could come in for a while?'"

D. Ask students what they think Joanne should say. Point out that it's their first date. Point out that they seem to like each other a lot and they both had fun on the date.

What do students think would happen if Joanne said yes? What do they think might happen if Joanne said no. Would she and Robert still like each other?

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E. *"Joanne thought hard about Robert's question. She really thought she liked him, and she had had a nice time, but she decided that since it was her first date with him, and she had to get up early in the morning to go to work, she would just say 'Thank you for the evening. I think I'd better just get to bed. I'll see you tomorrow.'"*

F. Ask the class what they think of Joanne's decision. What should Robert say or do now?

G. *"Robert decided that he would try to kiss Joanne goodnight. He didn't want to be pushy though, or force things, so he said, 'Okay, Joanne. I had a really nice time tonight too. Could I kiss you goodnight?'"*

H. Ask the class what they think of Robert's request?

Should Joanne say yes or no?

Point out that it's up to Joanne - no one else can make that decision for her.

She needs to think hard about her feelings and beliefs - about Robert, about her relationship at work with him, about whether she would like to be kissed, about how she would feel afterwards, about what the kiss might lead to, about what other people might think, about a lot of different things.

"Who could you talk to about decisions about private touching?"

6. Personal Resources

A. Discuss with the class that something else happened before Joanne's date with Robert.

Joanne talked to her friend, Cynthia, (a trusted adult friend) about how she felt about going on a date with Robert.

They talked about what Joanne might do if Robert tried to hold her hand at the movie, or tried to kiss her, or tried to touch her in a sexual way.

Joanne had already decided before she went out, that she would like to hold hands, and maybe kiss once, but that was about all for the first date.

She felt comfortable with her decision and was very glad that she had already decided how she felt about sexual touching before she went on the date.

B. Tell students:

"Sexual decision-making - decisions about sexual touch and relationships, are very important. It's good to know how we feel and what we believe before we make up our minds about how we will act and what we will do.

Who could you talk to about sexual decision-making?"

Glue picture and phone number to the back of the card

C. Hand out the decision - making wallet cards. On the back of each card, have students write the name of one person (a trusted adult) that they could talk to about sexual decision-making.

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Dear Trusted Adult,

In class we talked about decisions people make about sexual touch. Students learned about issues that should be considered prior to any type of sexual touching, including:

- *how well you know the person*
- *safety*
- *health*
- *pregnancy*
- *diseases*
- *other people's opinions*
- *what is legal*
- *what you want to do*

You can support this learning by:

- *Being available for questions and discussion about sexual decision-making.*
- *Talking about the following situations and sharing your feelings and beliefs*

1. *Yesterday I was walking past my 13 year old friend's room and I overheard his friend telling him "Go for it. Tell her if she won't you'll dump her."*
   I believe that kind of pressure on a girl.....
   I believe that kind of pressure on a kid.....
2. *I was doing the laundry this morning and I found a pamphlet on birth control in my 15 year old daughter's jacket pocket.*
   I believe birth control .....
   I believe sexual intercourse at her age .....
3. *My 11 year old daughter asked me yesterday, "What's a queer?"*
   I believe homosexuality .....
   I believe language like that .....
4. *Yesterday when I was changing the sheets on my 9 year old son's bed, I found a copy of Playboy magazine under the mattress.*
   I believe magazines like Playboy .....
   I believe privacy .....

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

2.39

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Decision-Making Wallet Cards

Print on heavy stock paper and cut for student's wallets.

Decision-Making 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe	**Decision-Making** 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe
Decision-Making 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe	**Decision-Making** 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe
Decision-Making 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe	**Decision-Making** 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe
Decision-Making 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe	**Decision-Making** 1. List choices 2. Think about what could happen 3. Think about feelings 4. Think about what you believe

231

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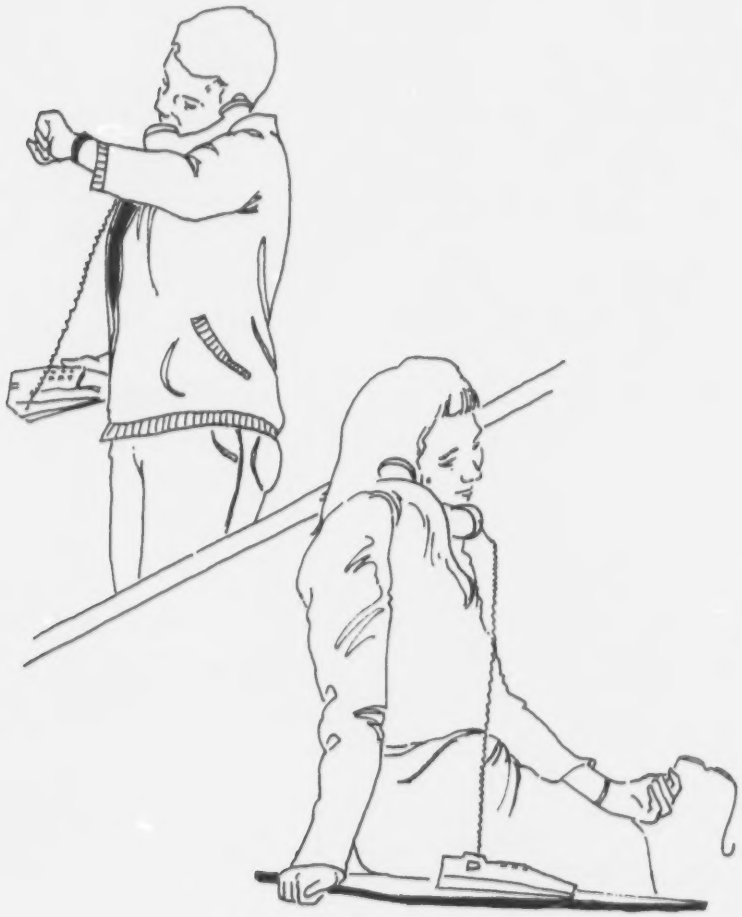
Case Study Transparency



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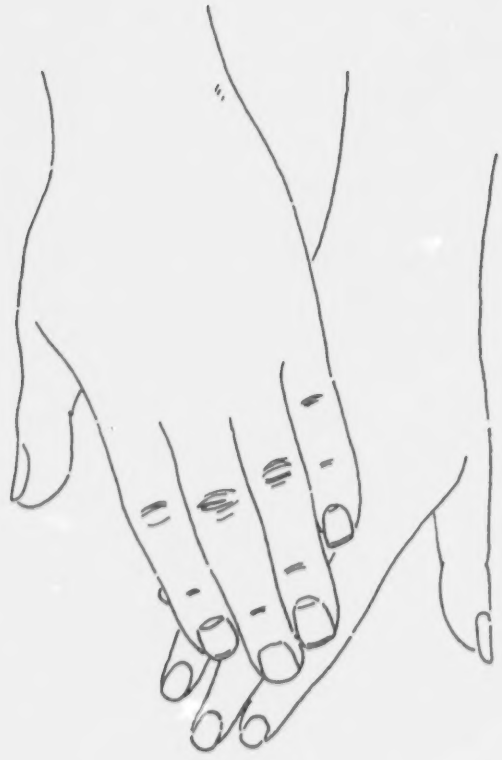

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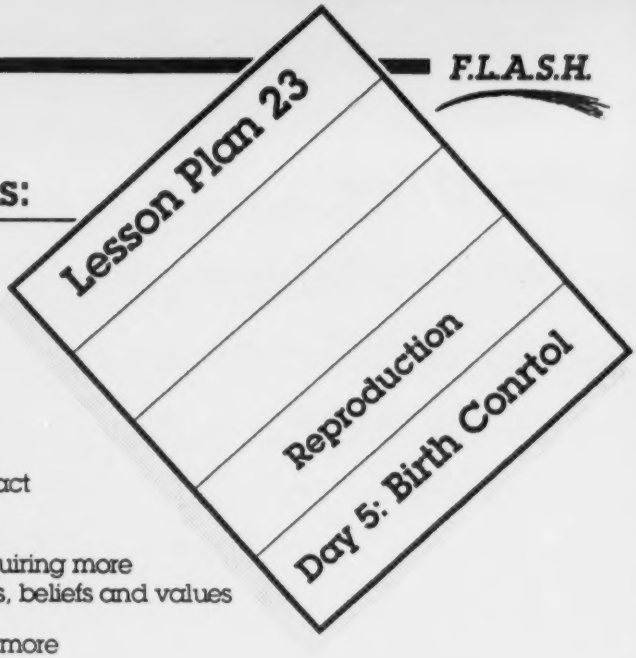

Student Learning Objectives:

to be able to...

1. • Explain that birth control is a way of preventing pregnancy
2. Identify three methods of birth control and explain how they work in terms of their impact on sperm and egg.
3. Identify use of birth control as a decision requiring more thought and careful consideration of feelings, beliefs and values
4. Identify one person they could talk to to get more information about birth control.

Materials Needed:

Transparency - methods

Blackboard or butcher paper and pens for braintstorming

One copy of the worksheet for each student

(optional - use samples of actual methods obtained from local clinics or health department)

Agenda:

1. Review reproductive anatomy
2. Review sexual decision-making
3. Introduce the topic
4. Kinds of birth control
5. Worksheet
6. Resources

235

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In this lesson, students are given, some basic information on birth control, and are encouraged to seek more information from people who can help them, if they should need it.

You may want to discuss contraception options with students families as well, and be sure they are aware of current contraceptive technology. Planned Parenthood or the Family Planning Program of your local Public Health Department are good resources. They can provide contraceptive supplies, films, videos and speakers.

Activities:

1. Review Reproductive Anatomy

A. Project the transparency showing the private parts of the body. Review names for parts and their functions.

B. Review the sequence of events of reproduction - from sexual intercourse through to parenthood.

In order for contraceptive use to be effective, it must be used appropriately, correctly and consistently. For people with developmental disabilities, it is likely that individual instruction and support may be in order, if contraceptive use is to be effective. Refer to appropriate agencies for guidance.

2. Review sexual decision-making.

A. Discuss with students:

"In our culture, many people think it is best to wait to have sexual intercourse until you are an adult. They think that having sex is not safe for children or teenagers.

Some believe adults should wait until they are married, to have sex. They think it's wrong to have sex unless you are married.

Others think it's wrong unless you are in love.

But almost all think it's important to wait until you are an adult.

Really think hard about your feelings and beliefs and those of your family, before you make up your mind about sex. I would really encourage you to discuss this with your family or a trusted adult."

B. Ask students to consider the things they should think about before making a decision to have sexual intercourse with another person. Have them think of other types of sexual expression that show caring and affection - alternatives to sexual intercourse.

C. Discuss that if someone does decide to have sexual intercourse, they then have to think about the possibility of pregnancy.

"Birth control keeps pregnancy from starting".

3. Introduce the topic

A. If people decide they don't want to have a baby, but they do want to have sexual intercourse, there are things they can use to keep a pregnancy from starting. Today's lesson is about some of the ways to keep a pregnancy from starting. This is also called birth control.

B. Discuss with students that just because you are talking about having sexual intercourse and using birth control in this class, doesn't mean that you are assuming that students are sexually active at this time or that it's something kids your age do. Some do. Many don't..

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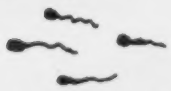
C. Some reasons for learning about this subject are:

- to give students information that many will need as adults.
- to help students understand the facts so that they can discuss their feelings and beliefs about the subject with their families and with other trusted adults (eg. religious leaders).

4. Kinds of Birth Control

A. Begin by reviewing the process of fertilization.

Draw a sperm  and egg

on the board and move them around as you discuss the following points. Also refer to the transparency for reference.

TEACHER NOTE: **Check with your local Health Department or Planned Parenthood to obtain accurate current information about birth control technology.**

B. *When people want to have sexual intercourse, but do not want to start a pregnancy they use "birth control".*

As you are describing the methods, use the example blackboard drawings to illustrate your descriptions of the various methods. Project the reproductive anatomy transparencies from previous lessons and show where on the body each method is used.

This information will be most useful if you use a birth control method kit and anatomical models (obtained from your local health department family planning center) to demonstrate the methods described.

TEACHER NOTE: **Technically, sterilization should also be considered to be a barrier method as sperm and egg are blocked. It is included as a separate method to provide a clear discrimination between a temporary method (condoms, etc.) and a permanent method.**

1. **Abstinence.** *The only sure thing people can do if they want to be sure they don't start a pregnancy, is to not put the penis in the vagina. This is called "abstinence". Many people think it is best to wait until you are an adult to have sexual intercourse.*
2. **Condoms & Diaphragms.** ***Put something in between the sperm and the egg to keep them from reaching each other.*** *Barrier: some things that people use to block the egg and sperm are*
   a) condoms, which cover the penis, and keep the sperm from getting near the egg, or b) diaphragms (sponges and cervical caps), which cover the opening to the uterus and keep sperm away from the egg.
3. **Spermicides.** ***Kill the sperm as they come out of the penis, or make it very hard for them to swim up to the egg.*** *A couple might use creams, jellies or foams, films, sponges or suppositories. They use them before the penis goes into the vagina.*
4. **Birth Control Pills/Depo-Provera.** *Tell the ovaries not to let any eggs out. This is done by taking a birth control pill every day (or getting a shot). If no egg comes out, the sperm cannot meet it.*

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5. **IUD.** ***Make the sperm less likely to find an egg, or make the egg less likely to nest in the uterus. This is sometimes done by using an "IUD" or "intra-uterine device." It is a little piece of plastic or plastic and metal that a doctor puts inside the woman's uterus that makes the uterus an "unfriendly" place for a sperm and egg combination.***
6. **Sterilization.** ***Change the man's body so no sperm come out, or change the woman's body so no sperm get in to egg. This is called "sterilization". It must be done by a doctor. It involves a small operation for a man, a bigger operation for a woman. Once it is done, it is very hard to change. So the decision to be sterilized must be made very carefully, with a lot of thought about feelings and beliefs.***

5. Worksheet.

A. Project the transparency of birth control methods and hand out copies of the worksheet.

B. Divide students into six small groups. Give each group one method card. They are to discuss the method for several minutes (with a facilitator if necessary) and then paraphrase for the class how that method works.

6. Resources.

A. Ask the class who they might discuss birth control with if they had questions or concerns.

B. Write their answers on the blackboard. Be sure to include:

- sexual partner
- family or trusted adult for help with feelings or beliefs
- doctor or nurse
- Planned Parenthood or the Family Planning Department of the local Public Health Department.

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Dear Trusted Adult,

In class we talked about methods of birth control and how they work to keep pregnancy from starting. The lesson built on previous concepts and placed a heavy emphasis on both abstinence and careful sexual decision-making. Once again, students were advised to seek insights from family or trusted adult friends.

The term "Abstinence" was introduced, and students were taught that many people feel it is appropriate to wait until you are an adult before you have sexual intercourse. Students were advised to discuss this subject with their families or a trusted adult, and to carefully consider their feelings and beliefs about the issues before making up their mind.

Some ways you can support this learning are to:

- *Make yourself available for discussion about this subject.*
- *Ask about information learned in class. Discuss the birth control worksheet used during class.*
- *Discuss the following situations and share your feelings and beliefs:*

    1. *Ron and Sue have been going out on dates for 2 months. They kissed and held hands. They are thinking about having sexual intercourse.*
       I believe sexual intercourse is.....
    2. *Ron and Sue decided they want to have sexual intercourse, but don't want to be pregnant.*
       I believe birth control is .....

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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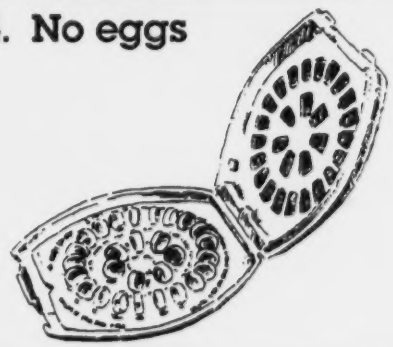
Methods of Birth Control

1. Abstinence

2. Barrier

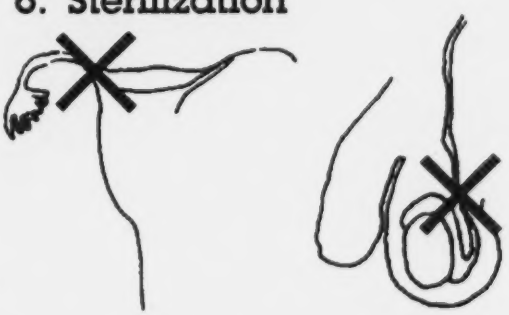
3. Kill Sperm

4. No eggs



5. IUD

6. Sterilization



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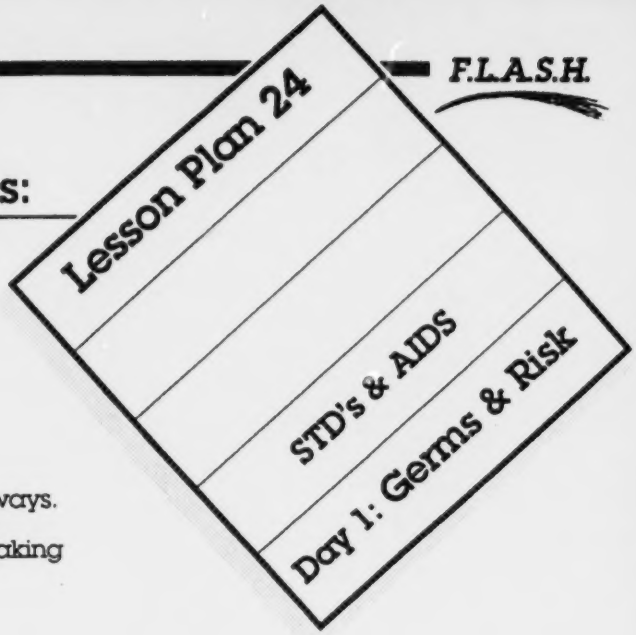

Student Learning Objectives:

to be able to...

1. Understand that germs are invisible organisms that are all around us.
2. • Understand that some germs are bad because they cause illness.
3. • Understand that germs travel in different ways.
4. • Understand that we can stay healthy by taking simple precautions.
5. • Define risk
6. Explain why people take risks

Materials Needed:

Transparencies - illness, risk, quote

Paprika and vegetable oil for demonstation of germs

Box of kleenex, bar of soap, nail brush, rubber gloves

One copy of the worksheet for each student

Blackboard or butcher paper and pens for brainstorming

Blackboard or butcher paper and pens for brainstorming

Agenda:

1. What is a germ?
2. Why are some germs bad?
3. How do germs travel?
4. How to keep germs from travelling
5. Prevention worksheet
6. Defining risk
7. Why do people take risks?
8. Making healthy choices

241

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Understanding what germs are, how they travel and how they are related to illness or disease can be tricky concepts. This lesson uses pictures and objects to help students learn about germs in their world, and what they can do to stay healthy.

This lesson can be used in other contexts as well: as a follow-up to the Sexual Health and Hygiene lesson, in preparation for a job involving food handling or providing personal care, or just as important information to have and use in daily living.

Risk is another prerequisite concept - a critical part of understanding safe and risky behaviors related to STD and HIV transmission.

Activities:

1. What is a germ?

A. Ask the class"What is a germ".

Ask them to brainstorm answers.

Draw a happy helper germ on the board, and a harmful hurter germ (that makes us sick) on the board. Discuss that one kind of germ keeps us healthy (well) and the other kind makes us sick.

B. Explain to the class that

"Germs are found everywhere - both inside and outside of our bodies.

There are many different kinds of germs. Some kinds of germs help us and other kinds of germs hurt us.

Some germs are inside our bodies and do important jobs to help us live. For example they help us to digest our food and help us to kill other germs that are unwanted inside our bodies.

Other germs, though, don't help us to live. These germs make our bodies feel sick."

Roleplay, dramatize illness - sneezing, sniffling, tired.

2. Why are some germs bad?

A. Ask if anyone has had a cold or the flu lately. How did they get it? They got it from a germ that made them sick.

B. Project the transparency of illness.

Discuss with students their thoughts on how the person who is sick in bed might have gotten sick.

Put a small amount of vegetable oil on your hands and sprinkle with paprika. Explain to students that this is a model of how germs travel through touch. Show your paprika spots ("germs") to students while they are on your hands. Then move around the room and lightly and casually touch several objects.

3. How do germs travel?

A. Discuss travel modes of germs. Ask students to brainstorm different ways that germs travel. Be sure to include

- behaviors such as sneezing and coughing
- air
- water
- food
- insects
- blood, and
- touch

B. Discuss the fact that different kinds of germs travel in different ways.

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The "germs" will be left on the surfaces you touched. The prevention part of the model occurs when you clean off the "germs" using warm water and soap.

C. Model modes of germ travel for students.
- a sneeze
- a cough
- touching something (or someone) that someone else (with germs) has touched.

4. How to keep germs from travelling.

A. Brainstorm ways of preventing germs from travelling - ways of staying healthy.

Roleplay how each of the prevention tools is used.

B. Bring in a box of tissues, a bar of soap (or liquid soap) and some gloves.

Ask students to tell you:
- what they are for
- why and
- how they are used.

Be sure to emphasize that hands should be washed before preparing food, before eating and after using the toilet. Visit the bathroom and practice effective handwashing.

Point out that flowing warm water and soap are necessary to kill germs when washing out hands.

5. Prevention worksheet.

A. Hand out the worksheet and project the transparency.

B. Ask students to work individually, in small groups or as a total class to draw a line indicating a match between pictures of prevention modes and pictures of travel modes of germs.

6. Defining Risk

A. Ask students to brainstorm a definition of the word "risk".

"Risk involves doing something without knowing for sure what the result will be. The result could be good or bad, healthy or unhealthy."

"What might happen if you.....?"

B. Ask students to brainstorm examples of risks and discuss whether the result would be more likely to be good or bad, safe or unsafe, healthy or unhealthy.

C. Project the transparency of risks and discuss whether the risks pictured are safe or unsafe risks to take (what might happen as a result of taking these risks).

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Remind students that they have trusted adult friends they can talk to about risk-taking.

7. Why do people take risks?

A. Brainstorm reasons why people take risks - it may be helpful to consider a couple of specific risks (smoking, skateboarding) and ask "Why would someone do that?"

B. Write students' ideas on the board. Be sure to include and discuss:

- peer pressure
- to feel like they fit in
- to feel better about themselves (at least temporarily)
- to feel "normal" or "adult"
- because they didn't think about their decision first - even though the decision was one that required more thought
- because they made a mistake

8. Making healthy choices

A. What do people do that involves risk of catching germs? Be sure to include:

- visiting a friend with a cold
- eating from someone else's fork
- kissing someone

B. Brainstorm things people should think about before they take risks that might have unsafe or unhealthy results. Write students' ideas on the board.Be sure to include:

- hanging around with people you trust
- thinking hard about what might happen **before** making decisions about risks
- thinking hard about the effects your decision might have on other people

C. To summarize this part of the lesson, project the transparency of the quote "Look twice before you leap". Ask students what they think the author means, and how people can lower their risks.

214

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Dear Trusted Adult,

In class we talked about germs. We discussed the fact that germs are everywhere, that some kinds of germs are helpful (for example, they help us digest our food), and other types of germs make us sick.

We explored ways that germs travel and discussed preventing illness by using hygiene tools and good hand washing techniques (warm flowing water, soap).

You can support this learning by:

- *Encouraging good hand-washing techniques and other hygiene practices that prevent the spread of germs that cause illness.*
- *Practicing the steps of hand-washing together.*
    1. *Turn on warm water and wet hands*
    2. *Put soap on hands and rub together ten times*
    3. *Rinse soap off with warm water*
    4. *Dry hands with a clean towel*
    5. *Use towel to turn off the faucet*

If you have any questions or comments, please call me.

Sincerely,

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Illness Transparency

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Prevention: a matching exercise

A Sneezing	**1** Covering mouth with hand while coughing
B Coughing	**2** Hand washing with soap and flowing water.
C Using the toilet	**3** Using a tissue

Answers: A - 2 & 3, B - 2 & 1, C - 2

Emphasize hand washing 247

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Risks

219

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Summary Thought

"Look twice before you leap."

...Charlotte Bronte (1816 - 1855)

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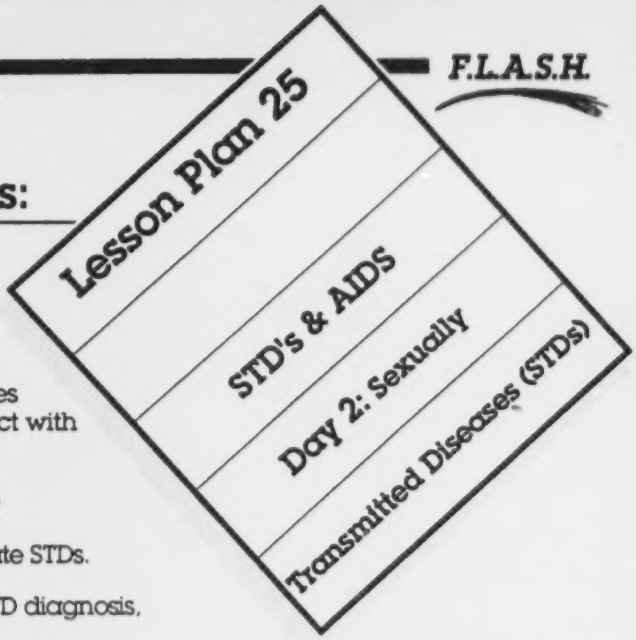

Student Learning Objectives:

to be able to...

1. • Define STDs as sexually transmitted diseases (diseases you catch by having sexual contact with an infected person)
2. • Understand how to avoid catching an STD
3. Identify some symptoms which might indicate STDs.
4. • Identify the people who are affected by STD diagnosis, and who should be contacted.

Materials Needed:

Transparencies -"STD - What does it Stand For?", quote, and case study

Blackboard or butcher paper and pens for brainstorming

One copy of the worksheet for each student

Agenda:

1. What does STD mean?
2. How do you get an STD?
3. How do you avoid getting an STD?
4. Who can get STDs?
5. Different kinds of STDs
6. Symptoms of STDs
7. Who needs to know if you have an STD?
8. Case study
9. Summary

250

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Students have already explored the concept of germs and disease. This lesson discusses germs passed through sexual contact.

Some STDs are very serious, others more of a nuisance; some have symptoms, others don't. It is important for students to know it is possible to avoid or reduce the risk of exposure to STDs.

Activities:

"A disease you catch by having sex with someone who already has it."

1. What does STD mean?

Use the transparency to show students what the letters STD stand for.

- **Sexually** (by having sex with an infected person)
- **Transmitted** (how you catch it, how the germ travels)
- **Disease** (the sickness or illness)

Optional Variation: Block out the right hand side of this transparency, make copies and use as a student worksheet.

2. How do you get an STD?

A. Ask students how people get STDs.

B. *"STDs are hard to get. They can only get into the body through the thin moist skin on certain parts of the body - the vagina, the urethra, the mouth, the rectum.*

During sexual intercourse when the penis is in the vagina, germs can be passed.

Some are passed by direct blood contact too (AIDS, if a woman is pregnant, she can pass the virus/"germs" that cause AIDS to the fetus/ baby."

C. Point out that having sex, especially unprotected (no condom or spermicide) sex is taking a possibly unsafe risk.

D. Point out that sexual intercourse with an infected person is not the only way that some STDs are spread. Other types of touching can spread some kinds of STDs as well. (eg. genital herpes ....self-inoculation from oral herpes; touching a cold sore and then your own genitals without washing your hands in between; candida - yeast infections .....presumably by wet towels, clothing; pubic lice ..... towels, clothing, bedding)

Emphasize that no STDs are passed on doorknobs, toilet seats, drinking cups, sneezes, etc.

"Don't have sex."

"Use a condom if you do have sex."

3. How do you avoid getting an STD?

A. Abstinence (not having sexual intercourse at all) is the only 100% effective way of preventing STDs. from spreading.

B. Other ways to keep from getting an STD are to use condoms properly, to only have one sexual partner (only one person you have intercourse with), to have regular check-ups.

251

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4. Who can get STDs?

Ask the class *"Who can get STDs?"*

Explain that anyone who has sexual contact with an infected person can get STDs - if they come in contact with the germs that cause the STD.

Be sure students understand that AIDS is one type of STD.

5. Different kinds of STDs.

Explain that there are many different kinds of STDs. Ask students to brainstorm some of the names of STDs they have heard of.

Teacher Note: Pronunciation guides (non-technical) are provided for your use.

Their list might include:

- AIDS
- Herpes (hur-peez)
- Gonorrhea (gaw-no-ree-uh)
- Syphilis (siff-full-us)
- Candida (Yeast infection) (can-dee-duh)
- Chlamydia (clam-id-ee-uh)
- Genital Warts
- Pubic Lice
- Trichomonas (trick-oh-moan-us)

Model cold symptoms. Explain that sometimes people with STDs don't feel sick, although they really are.

6. Symptoms

A. What is a symptom? How do you know you are sick?

Discuss the concept of symptoms. Compare to a cold - how can you tell if you have a cold? You sneeze, perhaps get a fever, become tired or get a sore throat, need more rest.

B. Symptoms of STDs

Emphasize that many STDs don't have noticeable symptoms. Sometimes though, people might notice something unusual happening in their bodies that might make them wonder if something is wrong - if they might have an STD.

Symptoms of some STDs include:

- discharge (something unusual coming out of the body)
- sores
- pain or burning when urinating
- rash or itching
- lumps or bumps
- fever
- unexplained weight loss

The basic rule is "if you feel sick, talk to a doctor."

C. What to do if you have a symptom.

Ask students what they think they should do if they ever have one of these symptoms. Project the transparency ("If in doubt, check it out") and ask students to explain what it means. Discuss people they could talk to if they had a concern or a question (doctor, nurse, public health department office, talk to a trusted adult or family member).

252

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1. Doctor

2. Anyone you had sex with.

7. Who needs to know if you have an STD?

A. Discuss with students who would need to know if a person has an STD? At a minimum the infected person should tell a doctor or nurse, and any sexual partners.

B. Discuss the reasons why these people need to know - to get treatment or help to prevent further infection - if they have unprotected sex with other people they could spread the STD.

Roleplay using dolls

8. Case Study

A. Read the following case study to your class.

"Mary and Joe had been dating for three years.

One night they decided to have sex. They didn't use protection (a condom). They took a very unsafe risk.

Several days later, Joe had painful burning when he urinated (went "pee"). He also noticed a funny white discharge coming from his penis. Joe was quite worried."

B. Ask the class what Joe should do.

Joe should go see a doctor and get his symptoms checked out.

C. *"Joe decided to go see Dr. Smith.*

He was tested for STDs and was told that he had a case of gonorrhea. He was given a prescription for some medicine to treat this STD.

Dr. Smith also told Joe that he should tell his sexual partner that he had gonorrhea. That way, if she had caught it while they were having sex, she could get treatment as well.

Joe felt uncomfortable talking about it. He didn't really want to bring it up with Mary. He didn't want her to be mad at him."

D. Ask the class what Joe should do.

Joe should tell Mary. It's VERY important. Gonorrhea can lead to death. It can also be cured with medicine.

If Mary knows, then she can be tested and get treatment if she has in fact caught this STD.

Also, both Mary and Joe should tell other sexual partners if they have any. That way those people can be tested and treated as well.

E. *"Joe told Mary that he had been diagnosed with Gonorrhea. He explained to her that it was a serious disease and that it was important to get medical treatment.*

He told her that she should get tested to see if she had it too.

He felt kind of awkward talking about it, but Mary was glad that he had told her, before an undiagnosed STD situation got really bad.

Mary went to see her doctor the next week and was tested for gonorrhea. She found out that she had indeed been infected with the STD and needed treatment just like Joe. Joe and Mary took their medicine and their gonorrhea got better. They were glad they had talked about it, gotten tested and gotten treatment."

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9. Summary

A. Hand out the worksheet. Have students complete it in small groups or individually.

B. Discuss the three points on the worksheet as a summary activity for this lesson.

C. For a closing activity, ask students to close their eyes and tell them:

"Think of a time when you were really happy. Remember what was going on and let a smile come over your face. Now open your eyes and share that happy feeling with other students in the class. Feelings can be contagious, too!"

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Dear Trusted Adult,

In class we talked about Sexually Transmitted Diseases (STDs). We learned about how people catch STDs (by having sexual contact with an infected person), about symptoms (and the fact that sometimes there are no symptoms), and about the importance of getting help if a person thinks they might have an STD.

You can support this learning by discussing the following statements and deciding together whether they are true or false. (Answers are at the bottom of the page).

1. *STD means the same thing as VD. (true/false)*
2. *Only dirty people get STDs. (true/false)*
3. *You can get an STD and not have any symptoms. (true/false)*
4. *Some STDs are nuisances but are not really dangerous. (true/false)*
5. *Only people who have sex with a lot of people can get STDs. (true/false)*
6. *You might not know you had an STD unless the doctor or your boyfriend or girlfriend, husband or wife told you. (true/false)*
7. *The most common symptoms of STDs are sores, itching or burning, warts or bumps on the genitals and an unusual discharge. (true/false)*
8. *People with STDs look different than people without STDs. (true/false)*
9. *You can lower your chances of giving or getting an STD by*
   - *A. being a nice person (true/false)*
   - *B. taking a bath or shower every day (true/false)*
   - *C. not having sex (true/false)*
   - *D. cuddling instead of having intercourse (true/false)*
   - *E. getting regular, thorough STD check-ups by a doctor (true/false)*

If you have any questions or comments, please call me.

Sincerely,

Answers: The following are true statements: 1, 3, 4, 6, 7, 9c, 9d, 9e

NOTE: All Trusted Adult Exercises are Optional.

275

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S.T.D. : What does it mean?

S	**Sexually** (by having sex with an infected person)
T	**Transmitted** (how you catch it, how the germ is spread)
D	**Disease** (the illness or sickness)

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if in doubt check it out

257

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STDS: Summary Worksheet

1. What do the letters STD stand for?

   S _____

   T _____

   D _____

2. What should a person do if he or she had a symptom?

   _____

3. Who needs to know if a person has a STD?

   _____

   _____

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1. Case Study Transparency

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3. Case Study Transparency

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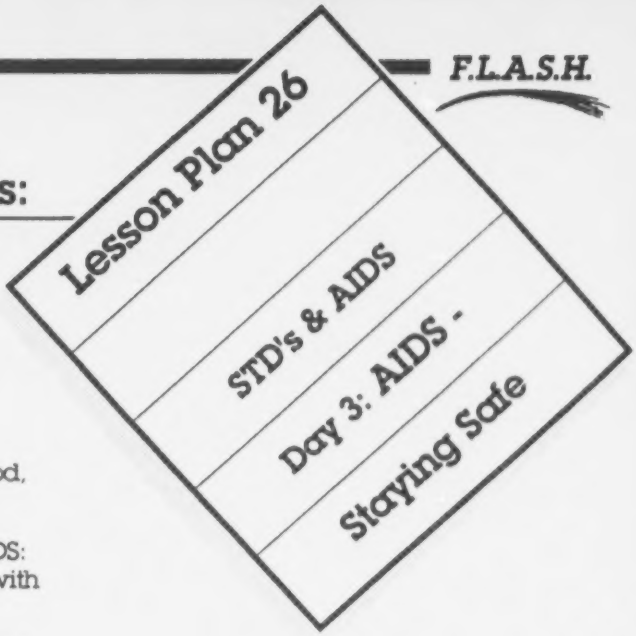

Student Learning Objectives:

to be able to...

1. Understand that AIDS is caused by a germ/virus (HIV).
2. To understand that this germ is found in blood, semen and vaginal fluid.
3. • Identify risky behaviors that can cause AIDS: having unprotected sex or sharing needles with an infected person
4. • Identify safe behaviors that won't cause AIDS

Materials Needed:

Transparencies (four terms, "AIDS: What does it mean?", safe and risky behaviors. hypodermic, condom, latency)

Blackboard or butcher paper & pens for brainstorming

7-10 Calendars - for explaining latency (optional)

Hypodermic (optional)

Condom (optional)

One copy of the worksheet for each student

Agenda:

1. Review previous lesson concepts
2. What is AIDS?
3. How is HIV passed?
4. How do you catch AIDS?
5. How do you NOT catch AIDS?
6. Risky behaviors/safe behaviors
7. Handling hypodermics
8. Condoms
9. Latency
10. Concerned, Not Scared - discussion

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People with developmental disabilities are not immune to AIDS or HIV. They may not have access to easily understandable information about AIDS prevention, and they are vulnerable to exposure to HIV through sexual exploitation and abuse, as well as consenting sex and needle use.

The goal of effective AIDS Education is to keep people from getting AIDS; to provide people with facts and information; to provide opportunities to learn about and practice making safe, healthy choices for themselves and others. We want people to know enough that they will be **concerned about AIDS, but not scared** - they can protect themselves.

Activities:

1. Review previous lesson concepts

A. Project the transparency with the four terms on it (germs, risk, STDs, AIDS)

B. Ask students to help you remember what was learned about each of these subjects.

Be sure to include:

About germs .....

- there are many different kinds of germs
- germs travel into the body in different ways
- germs can make us sick
- one of the ways germs can travel into the body and make us sick is through the blood

About risk .....

- we can make choices about risks we take
- some risks have unsafe/unhealthy consequences (results)

About STDs.....

- STDs are sexually transmitted diseases - that is, you get them by having unprotected sexual contact (sex) with an infected person.

• Use this list to create a true-false assessment tool to check student learning.

2. What is AIDS?

A. Ask if any of your students have heard about AIDS. Ask if they know what it is?

Give them an opportunity to explore things they may have heard about the disease. Then tell them that the subject of today's lesson is AIDS and how to stay safe from this disease.

B. Define AIDS for your students. Project the transparency and discuss each term individually.

"If a person has AIDS his/her body's immune system (the system that helps fight diseases) gets sick. Then, if the person gets sick, the body can't fight the sickness as well. AIDS is a very serious disease. So far, there is no cure for AIDS."

Optional Variation: Block out the right hand side of this transparency, make copies and use as a student worksheet.

C. Explain to students that "HIV" is the name of the "germ" or virus that causes AIDS.

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3. How is HIV passed?

A. Remind students that germs pass (from person to person) in different ways: through the air, through sneezes, by eating food, in water, etc.

The AIDS "germ" travels in blood, semen (in males) and vaginal fluid (in females).

B. HIV, the virus that causes AIDS isn't passed through the air, through food or in water. It is passed only in

- blood (both males and females)
- semen (males)
- vaginal fluid - including menstrual fluid (females)

C. To get infected with HIV, a person would have to come into contact with one of these three fluids which was also infected. The infected fluid would have to get into a person's body. Then they would have HIV inside their body too.

AIDS is hard to catch.

4. How do you catch AIDS?

A. Explain to students that AIDS is a hard disease to catch. There are two main ways that people catch AIDS - both of them are behaviors that are risky.

The two main ways that people catch AIDS are:

1. unsafe sex and

2. sharing needles

B. The two main ways people catch AIDS are:

- by having unprotected sex with an infected person, and
- by sharing hypodermic needles with an infected person.

Write "sharing needles" and "having unprotected sex" on the blackboard.

C. Explain that there are two other ways a person can get AIDS:

- a woman who has HIV in her body can pass HIV to her baby while she is pregnant or when she is giving birth, and
- a woman who has HIV can pass HIV to her baby while she is breast-feeding - through her breast milk.

You can't catch AIDS from.....

5. How do you NOT catch AIDS?

A. Discuss ways in which you do NOT get AIDS - casual contact. Ask students to brainstorm safe behaviors - behaviors which would not pass HIV. The list might include:

- hugging
- kissing
- holding hands
- sharing a pop
- using the same toilet
- giving blood at a blood bank (new needles are used each time)
- sitting by someone who is infected

B. Refer questions about other behaviors to the two unsafe or risky behaviors you wrote on the board in step 5.

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6. Risky behaviors/Safe behaviors

A. Hand out the worksheet. Ask students to work individually or in pairs.

Students can point to the two behaviors which are risky.

B. Students are to circle all the behaviors on the worksheet that are safe behaviors - they could not get AIDS by doing them. They are to put an "X" through the behaviors that might cause AIDS - risky behaviors.

C. Debrief the worksheet. Point out that there are only two behaviors "X"ed out - most types of contact are safe behaviors - you can't catch AIDS by doing them.

7. Handling Hypodermics

A. Project the transparency of the hypodermic or show one (optional). Ask students if they know what it is. Have they ever seen one? Where?

B. Discuss that most people use hypodermics for safe things - like giving blood where all the needles are clean each time they are used, getting medicine they need like insulin for people with diabetes, or getting a shot at the doctor's office.

Some people use hypodermics, though, for injecting or "shooting up" illegal drugs to "get high".

After they've finished using the needle, they might leave it lying around. Students might have seen used needles on the street or in garbage cans.

What should you do if you see a used needle?

C. Model, then ask students to roleplay what a person should do if they see/find a used hypodermic needle. Practice telling someone about it, walking away, leaving it alone, not touching it.

8. Condoms

A. Project the transparency of the condoms or show a condom (optional). Ask students if they know what it is? Have they ever seen one? Where?

B. Explain that a condom is used for two reasons:

- as birth control - to keep from getting pregnant, and
- to keep from catching STDs including AIDS.

Explain that the condom is placed over the man's penis when it becomes hard, before any sexual touch happens. The condom "catches" the semen (white stuff that comes out of the penis during ejaculation) and is thrown away after a couple has sex.

C. **Teacher Note:** This activity is fairly sophisticated and should be considered optional.

Model, then roleplay a couple discussing the use of condoms to avoid catching AIDS.

Ask students what they could say to convince a partner to use a condom.

Have them brainstorm responses to objections and consider what they should do if their partner refuses to use a condom.

D. Discuss places where condoms might be obtained - a pharmacy, a grocery store, a vending machine. Explain that condoms should only be used once and then should be thrown away.

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People who have AIDS may feel fine for a long time.... they may not know they are sick.

9. Latency

A. Project the latency transparency

B. Explain to students that AIDS is different from many diseases.

Ask students "If you catch a cold, how long does it take before you get sick?"

cold.....few (2-5) days
measles.....few (2-3) weeks
hepatitis.....few (2-6) months
HIV.....few (2-10) years
brain virus.....20-30 years

Explain that AIDS is different. People may be infected (have HIV in their bodies) and not get sick for a long time (7-10 years). This is important to know because a person may be infected and not know it. They might spread the disease to others without knowing it. There is a test to tell if a person is infected.

Teacher note: Some people who have HIV in their bodies have not developed AIDS.

C. The concept of time (2-10 years) can be explored using calendars or personal reference points (how long until vacation, how long it is from birthday to birthday, how long it is until we have a new president).

D. Discuss that most people with HIV infection/AIDS die as a result of having the disease.

You can be safe from AIDS by.....

10. Concerned, Not Scared.

A. People can avoid being exposed to HIV.

Reinforce:

- abstain from using needles to shoot up drugs
- abstain from sexual intercourse
- use condoms if you decide to have sexual intercourse (vaginal, anal or oral)
- don't share injection equipment or needles and syringes.

B. Students should be concerned - not scared!

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Dear Trusted Adult,

In class we talked about AIDS and staying safe.

We discussed many different aspects of this disease. We talked about HIV, the virus that causes AIDS, and how HIV travels from one person to another - through blood, semen or vaginal fluid contact.

We also reviewed previous work on germs and risk. We talked about the many safe behaviors that do not pass HIV. We talked about the few risky behaviors (having unprotected sex with an infected partner and using dirty needles) that are known to pass HIV.

We discussed hypodermic needles and condoms - what to do if you see a used one discarded in the community. We discussed the concept of latency with respect to this disease - that a person can be infected with HIV and not feel sick (for 10 years or more). During this latency period, HIV can be passed without anyone knowing about it. There is a test to tell if a person is infected with HIV.

We ended by discussing the fact that we should be concerned about AIDS..... but not scared.....since we know how to prevent it.

You can support this learning by reading and discussing the following exercise.

- *Each of you, student and trusted adult, name a couple of your best friends.*
- *Now choose one of these people to think about together.*
- *Fill his or her name in the blanks in the story below.*

What if.....

..... back in 1983, _____ was in a car accident. He or she was hurt so badly that the doctor had to do a blood transfusion. If it had been after spring of 1985, the blood would have been tested, but in 1983 there was no test.

Last week, _____ went to the doctor for a regular check-up and the doctor wanted to do an AIDS test. _____ said, "OK."

If it turns out that _____ does have the AIDS virus, what will we do?

If you have any questions or comments, please call me.

Sincerely,

_____

NOTE: All Trusted Adult Exercises are Optional.

217

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Germs

Risk

STDs

AIDS

268

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A.I.D.S.: What does it mean?

A	**Acquired** (got from someone else)
I	**Immune** (the part of your body that helps fight illness)
D	**Deficiency** (not enough)
S	**Syndrome** (sickness)

269

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Safe & Risky Behaviors

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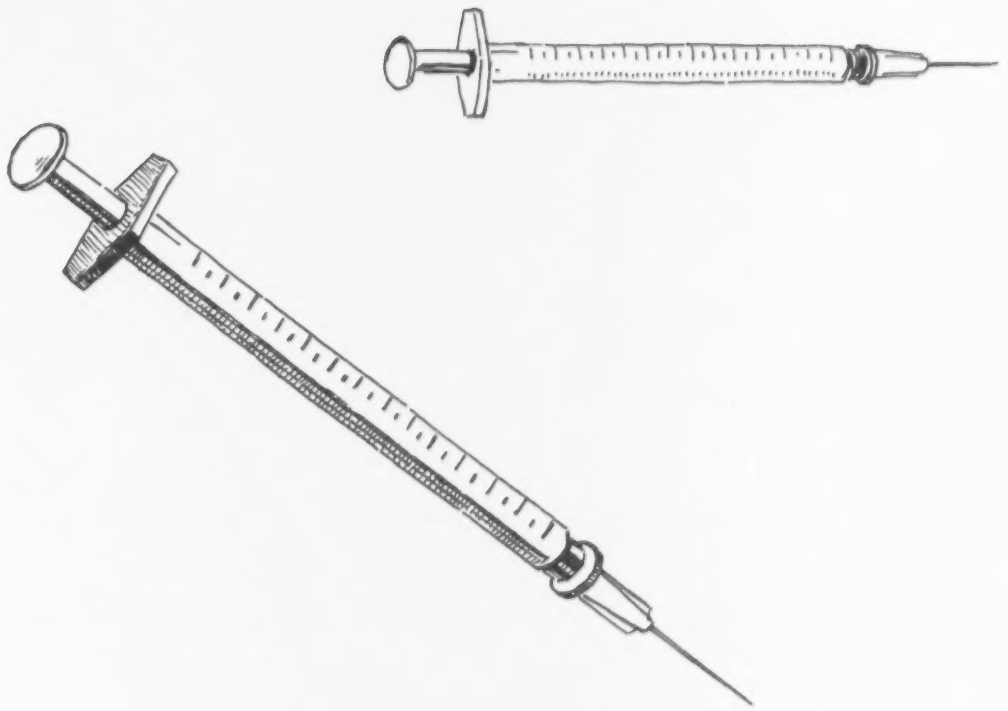
BEST COPY AVAILABLE

Transparency: Hypodermic Needles



271

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Transparency: Condoms

272

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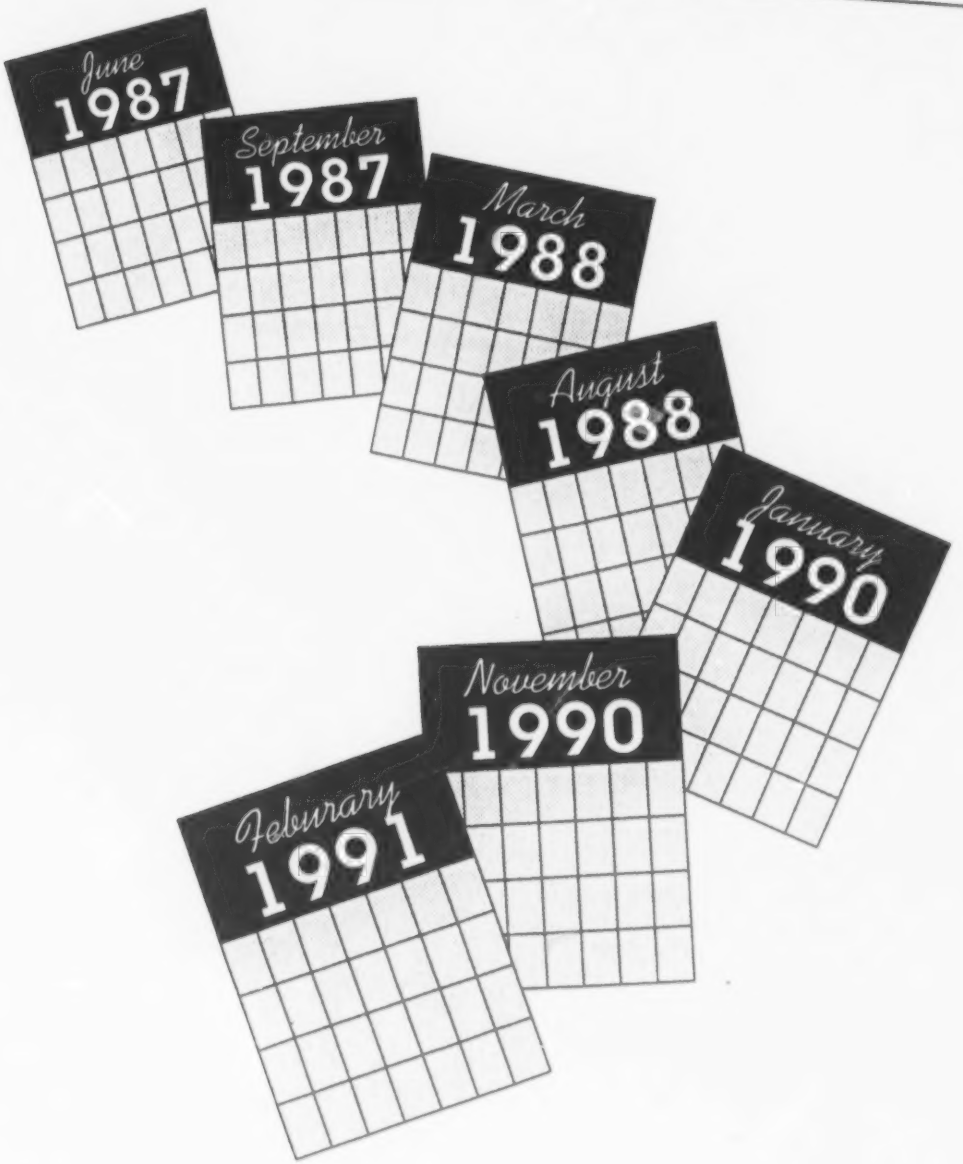
Transparency: Latency



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Lesson Plan 27

Resources & Review

Day 1: Resources

Student Learning Objectives:

to be able to...

1. Model appropriate question asking
2. • Identify 3 community resources
3. • Identify 2 personal resources

Materials Needed:

Transparency - four step approach to question asking

One copy of community resource list for each student

One copy of the worksheet for each student

3 copies - small group worksheet

Agenda:

1. Question asking - rule review and discussion
2. How to ask a question - a four step approach
3. Practicing asking questions
4. Identification of community resources
5. Identification of personal resources
6. Deciding who to ask - worksheet
7. Optional additional activities

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"Give a man a fish - feed him for a day.

Teach him to fish - feed him for the rest of his life!"

It's one thing to provide your students with factual information in a class setting. It's quite another to prepare your students for handling ongoing issues relating to their emerging sexuality.

As their teacher, you will not always be available to your students as an "askable" support person. They must develop other options. The goal of the lesson is for each student to develop a personal strategy for getting information or help if they need it.

Activities:

Roleplay being lost. Use lots of non-verbal communication to express questions, concern, puzzlement, "lost" feeling.

1. Question Asking - rule review and discussion

A. Ask the class how they feel when they're lost.

Explain that

"People sometimes feel the same way when they have a problem and don't know how to get help.

This lesson is about finding help when you or a friend has a problem."

B. Remind the class of the ground rules you developed in the very first lesson.

One of the rules was *"All questions are ok questions"*.

Review this concept and be sure that your students understand that this means that if they want to find out something, they should ask a question.

They will not be laughed at or "put down" for not knowing, or for asking the question.

Roleplay asking a question

2. How to ask a question - a four step approach

A. Tell students that in order to get answers to the questions we have, it helps to ask questions effectively.

Project the four step transparency.

Tell students:

"The following four steps will help you get good answers to your questions."

FIRST. Figure out what you want to know.

What is your question?

SECOND. Ask your question assertively.

Speak clearly so that others can hear.

THIRD. Listen carefully to the answer

FOURTH. Paraphrase the answer

Be sure you understand.

B. Remember back with your students to questions which have come up in previous lessons.

Write one or two simple questions on the board.

Some possibilities might be:

- *"What is body language?"*
- *"When does puberty happen?"*
- *"Where could I go on a date?"*
- *"How do I tell somebody I like them?"*

Use relevant, simple questions that have immediate significance for some students - eg. Where's the bathroom?, When is lunch?

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C. Model re-asking the questions using effective question asking behavior

Have students roleplay

3. Practicing asking questions

A. Pass out the sample question cards worksheet to each student.

B. One at a time, have students raise their hands and ask their question using the four steps.

Either a member of the class or the teacher or teaching assistants can volunteer to answer the question.

The teacher facilitates and fields questions, directing some to be answered by others.

"Where do I get help?"

4. Identification of community resources

A. Define the word "Resource".

Tell students that a resource is

"a person, place or thing that you go to when you need help or answers to questions".

Give examples:

- When you want to make a cake, the recipe is a resource.
- When you want to know what movie is on TV, the TV guide listing is a resource.
- When you want to know what the temperature is outside, you look at a thermometer - a resource.
- When you want to know if you have an infection, you go see a doctor or nurse - a resource.
- When you don't know the answer to a question in school, you look it up in your textbook, or ask someone in your class. The textbook or the person you ask are resources.

B. Discuss with students that there are many community resources (people or places in the community) available to help with answers.

Use brochures from the most useful agencies, preferably with pictures of the buildings on them.

Or take "polaroid" pictures of the buildings.

C. Divide the class into 3 small groups and hand out one worksheet per group. Have a teaching assistant facilitate where necessary.

Give each group a copy of the phone book - either yellow or white pages or both.

Have students write down the names and phone numbers of three agencies or organizations they could call to get an answer to the questions on the worksheet.

Encourage them to include a resource for:

- sex information,
- a resource in case of abuse or exploitation and
- a resource for questions about STDs and AIDS.
- a resource for questions about birth control

D. Handout the community resource listing.

Discuss each agency and how to access them.

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"Who will help me?"

Refer back to the personal relationships posters and have students point to someone who would help them.

5. Identification of personal resources

A. Discuss that there are also personal resource people - people who care about you and might know the answer to a question you have.

B. Ask students to help you brainstorm ideas for who you could ask if you had a question.

Write their ideas on the board.

Your list might include:

- teacher or teaching assistant
- parent
- counselor
- friend
- clergy
- aunt or uncle
- trusted adult
- librarian
- one of the people from an agency

Revise the questions to fit situations your students might be most likely to face

6. Deciding who to ask - worksheet

A. Hand out the worksheet.

Read the situations aloud and have students discuss possible resources.

Emphasize that there are no wrong answers.

B. Have students write on the bottom of the worksheet two people they could talk to privately about concerns or problems they might have.

7. Optional Additional Activities

A. Invite a panel to come to your class. People representing various agencies can speak briefly about the services their organization provides, and answer questions from your students.

B. Collect brochures and business cards (preferably one for each student, but if you only have one copy of each, then create an accessible resource pamphlet file), distribute them and discuss the services provided.

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Dear Trusted Adult,

In class we talked about community and personal resources for future questions. Students practiced question-asking skills, and identified three community agencies and two personal resources they could contact with questions, concerns or problems.

You can support the learning in today's lesson by:

- *Modelling appropriate question asking and using community and personal resources. Point out to your child that you don't have to have all the answers, you just have to know where to go to find them!*
- *Look up numbers and discuss resources to fill out the following form. Then cut it out and post it by the telephone.*

Emergency Numbers

Ambulance/911 _____

Fire _____

Police _____

Poison Control _____

Doctor _____

Doctor _____

Doctor _____

Clinic _____

Hospital _____

Close Neighbor _____

Trusted Adult _____

Home Address _____

_____

Home Phone _____

Sincerely,

_____

NOTE: All "Trusted Adult" Exercises are Optional.

275

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How to Ask A Question: a four step approach

1. Figure out what you want to know.
   What is your question?

2. Ask your question assertively.
   Speak clearly so that others can hear.

3. Listen carefully to the answer.

4. Paraphrase the answer.
   Be sure you understand.

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Sample Questions Worksheet

Your friend says he might have an STD, but he doesn't know how to find out. Where could you suggest he turn for help?	Ever since your parent's divorce, you've been sad and not very interested in yourself or school. Where could you turn for help?
You are invited to a party where you think there might be a lot of older kids and no parents. You don't want your friends to think you're a baby, but you're confused about the decision. Where could you turn for help?	You and your little brother and sister have a new baby-sitter. He is 18. Yesterday and today he came into your room without knocking while you were changing your clothes. The first time you thought it was just a mistake. Now you're not sure. Where could you turn for help?
You heard a word you didn't understand. Your friend thinks it has to do with checkups and cancer. You wonder what it means. Where could you turn for help?	You have been feeling very tired lately and you need a physical checkup. Where could you turn for help?

If I had a question, two people I could ask are:

1. _____

2. _____

280

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Deciding Who To Ask: Small Group Worksheet

1. Your friends have all started puberty and you haven't. You're pretty sure there's nothing wrong but you can't help worrying. Where could you turn for help?

Answer: _____

2. Your sister thinks she might be pregnant. Where could you suggest she turn for help?

Answer: _____

3. Your friend comes to school with bruises and welts on his back. He says his Dad got mad at him. Where could you turn for help?

Answer: _____

4. You need information about STD's for a report at school. Where could you turn for help?

Answer: _____

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Resources

Emergency Numbers

Ambulance/911 _____

Fire _____

Police _____

Poison Control _____

Doctor _____

Doctor _____

Doctor _____

Clinic _____

Hospital _____

Close Neighbor _____

Trusted Adult _____

Home Address _____

_____

Home Phone _____

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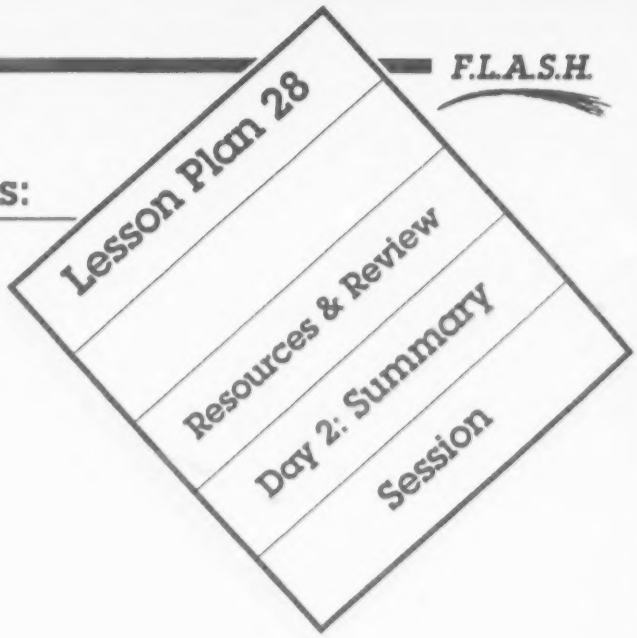

Student Learning Objectives:

to be able to...

1. Discuss topics studied during the class
2. • Identify topics for future study
3. Identify how they feel about the class

Materials Needed:

Transparency - topics we studied

One certificate for each student

Agenda:

1. FLASH review
2. New directions
3. Summary exercise
4. Certificates
5. Party planning

283

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Congratulations! You've reached the last lesson! Time for some reflection on what you and your students have learned and accomplished.

This final lesson provides an opportunity to review all of the topics discussed and ask questions. Additional training needs will probably emerge at this time, and you can begin planning the next series of lessons.

This is also a good opportunity to urge the continuation of socialization experiences students may have been enjoying. And you may decide to have a party to celebrate your teaching/learning experience!

Activities:

Do individual assessments for some students. See tools in appendices or use teach-a-body dolls to review and discover learning that has occurred.

1. **FLASH review.**

A. Review the unit.

Project the transparency of the lesson titles.

B. Point to each title and ask students what they remember from the lesson. Summarize the main points.

Fill in necessary gaps.

C. Listen closely to students' comments on what was covered.

You may want to have a teaching assistant take notes.

This will be useful information for future class planning.

"What else do you want to learn about?"

2. **New directions.**

A. Ask students to close their eyes for a moment and think about other topics they might like to learn about.

B. Have them brainstorm and write responses on the blackboard.

C. Discuss resources for getting answers to questions they might have about various topics, and if appropriate, discuss upcoming classes which might address desired topics.

3. **Summary exercise**

A. Ask students to share with the class the five most important things they learned in this class. Use their workbooks.

B. Ask students to share with the class two things they liked and didn't like about this class.

"What did you like best about this class?"

"What did you not like about this class?"

C. Ask students to think of one word that describes how they feel about this class:

- learning about themselves,
- their bodies and how they work, and
- how to get along with other people.

D. Ask students to share their word with the class and explain their choice.

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4. Certificates

A. Prepare certificates prior to class for each student who has participated in the class.

B. Present the certificates.

"Let's have a party"

5. Party Planning (Optional)

A. If studying these lessons has been a good experience for your students, they may be excited about the possibility of planning a class party to celebrate their learning.

B. Have them plan the party using some of their new skills

- deciding on class friends (perhaps speakers, other teachers, parents or trusted adults) to be invited,
- all the necessary information needed in the invitation,
- logistics for the event,
- emphasize good hygiene and grooming,
- manners,
- appropriate greeting and leaving skills, and
- appropriate public conversations in interactions.

6. Finally:

- Congratulate your students (and yourself!) on their social skills accomplishments.
- Remind them of your ongoing askability.

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Dear Trusted Adult,

Today in class we had our last session. Students reviewed the whole FLASH unit, briefly discussing each topic covered. We also identified new areas we'd like to study

We spent some time discussing our feelings about this class. Different people felt differently about it - some liked it and others didn't. It may be helpful for students to discuss their feelings about the class with you now that it's over.

Thanks very much for playing such an important role in our FLASH unit. We'd like you to have the enclosed certificate as a thank you for being an Askable Trusted Adult. Your support is critical for ongoing learning - especially about "growing up and getting along with other people".

Keep in touch!

Sincerely,

NOTE: All Trusted Adult Exercises are Optional.

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Student Certificate

AWARD

This is to certify that

_____

knows about getting along with others and how the body works

_____

Signature

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Trusted Adult Certificate

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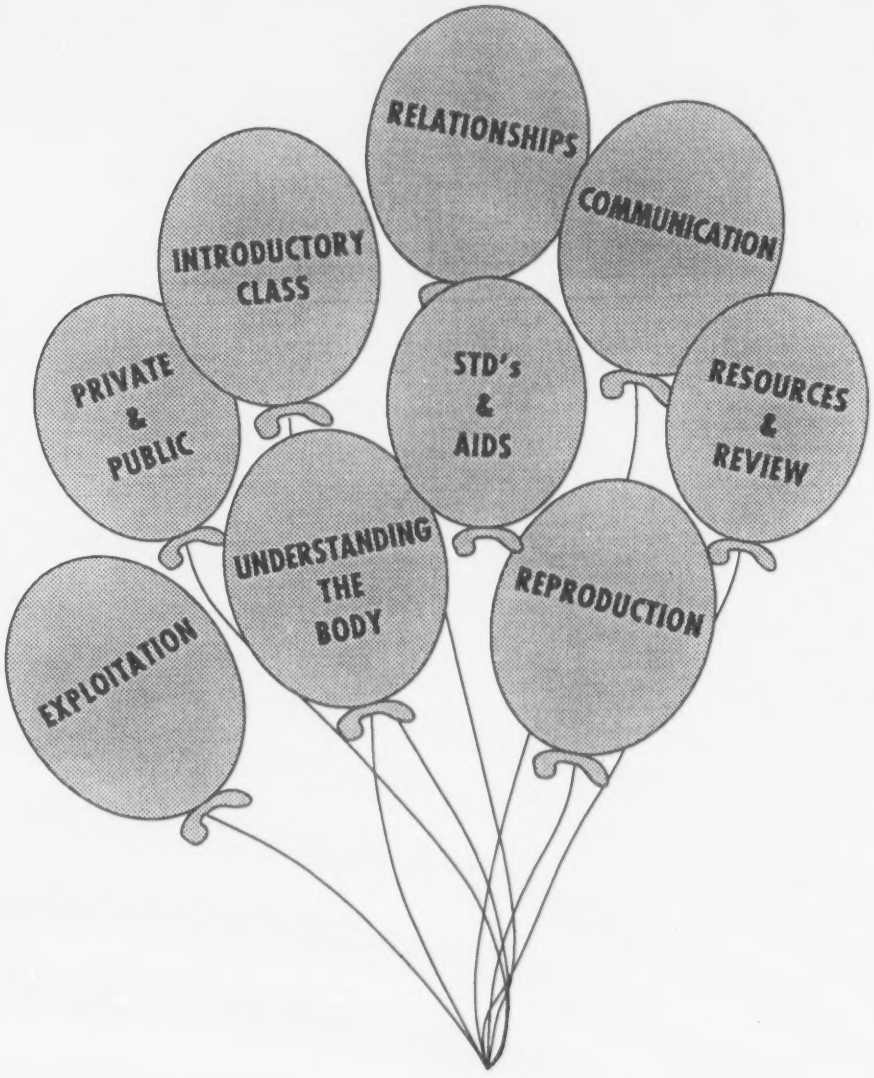
288

Topics We Studied



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Appendices

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Appendix A: Washington State Laws & Guidelines

PART I:

REGULATIONS & REQUIREMENTS RELATED TO HEALTH & SEXUALITY EDUCATION, according to the Laws of the State of Washington

RCW 28A.05.010 Common school curriculum — Fundamentals in conduct. All common schools shall give instruction in reading, penmanship, orthography, written and mental arithmetic, geography, English grammar, physiology and hygiene with special reference to the effects of alcoholic stimulants (sic) and narcotics on the human system, the history of the United States, and such other studies as may be prescribed by rule or regulation of the state board of education. All teachers shall stress the importance of the cultivation of manners, the fundamental principals of honesty, honor, industry and economy, the minimum requisites of good health including the beneficial effect of physical exercise, and the worth of kindness to all living creatures. The prevention of child abuse may be offered as part of the curriculum in the common schools. (1986 c 149 Sec. 4; 1969 c 71 Sec. 3; 1969 ex.s. c 223 Sec. 28A.05.010. Prior: 1909 p 262 Sec. 2; RRS Sec. 4681; prior: 1897 c 118 Sec. 65; 1895 c 5 Sec. 1; 1890 p 372 Sec. 45; 1886 p 19 Sec. 52. Formerly RCW 28.05.010 and 28.05.020.)

WAC 180-50-115 Mandatory areas of study in the common school. (1) Pursuant to RCW 28A.05.010 all school districts shall provide instruction in reading, penmanship, spelling, mathematics, geography, English grammar, physiology, hygiene, and history of the United States ... (4) In addition to the requirements in the above subsections, each school district shall offer all required courses for a high school diploma as provided in chapter 180-51 WAC and shall provide an opportunity for high school students to take at least one course in the following areas of study:

(a) Art;

(b) Career education;

(c) Computer education;

(d) Consumer education;

(e) Economics;

(f) Environmental education;

(g) Foreign language;

(h) Health education;

(i) Home and family life;

(j) Music;

(k) Remedial education, including at least remedial education in reading, language arts, and mathematics.

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WAC 180-50-140 Sex education — Definition — Optional course or subject matter — Excusal of students.

(1) Local option. The decision as to whether or not a program about sex education or human sexuality is to be introduced into the common schools is a matter for determination at the district level by the local school board, the duly elected representatives of the people of the community.

(2) Definition(s. (a) Sex education for the purpose of this regulation is defined as the study of the anatomy and the physiology of human reproduction. (b) Human sexuality for the purpose of this regulation is defined as the characteristics or qualities that distinguish between maleness and femaleness. It includes the physiological, psychological, and sociological processes experienced by an individual.

(3) Development of instruction in sex education and human sexuality. School districts shall involve parents and school district community groups in the planning, development, evaluation, and revision of any instruction in sex education and human sexuality offered as a part of the school program.

(4) Excusal of students — Alternative studies. Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education or human sexuality may do so upon filing a written request with the school district board of directors or its designee and the board of directors shall make available the appropriate forms for such requests. Alternative educational opportunities shall be provided for those excused. (Statutory Authority: RCW 28A.04.120 (6) and (8). 84-21-004 (Order 12-84), Sec. 180-50-140, filed 10/4/84.)

PART II:

GUIDING PRINCIPALS FOR INCLUDING HUMAN SEXUALITY CONCEPTS IN A SCHOOL PROGRAM, according to the Washington State Superintendent of Schools as of June, 1987

1.0 Education about human sexuality includes a large body of knowledge concerned with the biological, psychological and sociological aspects of human growth and development. In addition, education about human sexuality includes an understanding of the influences affecting interpersonal relationships and an emphasis on the importance of responsible decision-making in this area.

1.1 It should be recognized that sex education is one small part of education about human sexuality. Sex education as defined by WAC 180-50-140 is limited to a study of anatomy and physiology of human reproduction.

1.2 Sex education must contribute to the overall goal of a wholesome, healthy personality. Sexuality is an integral part of a total personality and to consider sex as purely physical is to give it an unrealistic emphasis. Thus, the goal of any program is to help young people in their development so they become secure individuals able to direct their sexual behavior in a responsible and socially acceptable manner.

2.0 Planning and educational program about human sexuality should involve the home, school and community.

2.1 Parents, guardians and other interested adults should be involved in the planning of school programs because of their role in initiating and continuing this phase of education in the home environment.

2.2 School districts may advantageously plan educational programs for parents so that education for human sexuality may be enhanced in the home at an early age.

2.3 The concepts of family as used in this document allows for a variety of social patterns and lifestyles. The common element to all family patterns is the emphasis on a caring, interpersonal relationship between adults and children in an atmosphere in which adults recognize and assume their responsibilities for rearing youngsters.

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2.4 The school's role should reinforce the home's development of wholesome sexual attitudes and responsibilities in youth in such a way that family patterns will be strengthened.

3.0 It is the responsibility of each local school district to develop its own program in education about human sexuality.

3.1 A detailed scope and sequence of concepts in educational programs about human sexuality should be developed carefully and made available in written form for a community review in each district.

3.2 Student Learning Objectives, suggested learning experience and resources used in the instructional process should be available in written form for a community review in each building where such instruction takes place.

3.3 At the elementary level some lessons may develop naturally from everyday living experiences, but other lessons should be an integrated part of a planned, sequential, comprehensive health education program. At the secondary level, planned lessons and units may be a part of science, health education, home and family life or social studies.

3.4 "No written or oral test, questionnaire, survey or examination shall be used to elicit the personal beliefs or practices of a student of his/her parents as to sex or religion except with the written consent of parent or guardian." (1)

3.5 "Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sex education or human sexuality may do so upon filing a written request with the school district board of directors or its designee, and the board of directors shall make available the appropriate forms for such requests. Alternative educational opportunities shall be provided for those excused." (2)

3.6 "School districts shall involve parents and school district community groups in the planning, development, evaluation and revision of any instruction in sex education and human sexuality offered as part of the school program." (2)

4.0 In compliance with statutory requirements, each school district shall have a written policy outlining the process for the selection and adoption of instructional materials, prints and non-print, including provision for a system "for receiving, considering and acting upon written complaints regarding instructional materials used by the school district." (3)

5.0 As with all curricular areas, local school boards should approve the instructional material and concepts in human sexuality education before they are implemented in the classroom setting.

6.0 Teachers of human sexuality programs should be carefully selected and professionally prepared.

6.1 Opportunities for in-service training in content and teaching methods of human sexuality should be available on a regular basis at the local level.

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PART III:

EXCERPTS FROM THE AIDS OMNIBUS LAW

Enacted by the Washington State Legislature in the Spring of 1988, applying to AIDS Education, specifically, in Public Schools

"AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade." (4)

This means that the rest of FLASH, that which doesn't pertain to the dangers, spread and prevention of AIDS, is considered "sexuality education" and falls under the State Board of Education Guidelines on the previous pages, rather than under the AIDS Omnibus legislation.

"Each district board of directors shall adopt an AIDS (curriculum) ... developed in consultation with teachers, administrators, parents, and other community numbers including, but not limited to, persons from medical, public health, and mental health organizations ..." (5)

FLASH was developed in consultation with such a team.

(That curriculum must either be selected from among a list of) "model curricula and resources available from the superintendent of public instruction" (6) or "developed by the district and approved for medical accuracy by the office of (HIV/AIDS of the Department of Social and Health Services (DSHS))" (7)

In order to be on the superintendent's list, a curriculum goes through both the DSHS medical-accuracy review and a review of educational soundness by a committee of educators convened by the superintendent's office. FLASH has been approved by both these sets of reviewers.

"Each school district shall, at least one month before teaching AIDS prevention ... conduct at least one presentation during weekend and evening hours for the parents and guardians ... No student may be required to participate in AIDS prevention education if the ... parent or guardian, having attended one of the district presentations, objects in writing." (8)

Thus, the parental waiver for AIDS education, unlike for other sexuality education, is contingent upon a parent's having reviewed the materials. The legislature has expressed, in this way, its strong belief in the importance of this aspect of sexuality education for every child.

"The curriculum shall ... teach students which behaviors place a person dangerously at risk of infection (with HIV) and methods of avoiding risk, including, at least: (a) the dangers of drug abuse, especially that involving ... hypodermic needles; and (b) the dangers of intercourse, with or without condoms." (9)

"All material ... shall give emphasis to the importance of sexual abstinence outside lawful marriage and avoidance of substance abuse in controlling disease." (10)

"The program ... shall stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of (HIV). It shall also teach that condoms and other artificial means of birth control are not a certain means of (prevention) and reliance on condoms puts a person at risk." (11)

FLASH makes every effort to communicate these concepts, while acknowledging and respecting diverse family's beliefs.

We have also emphasized that one's behavior and not one's age, legal status, or sexual orientation, puts one at risk. This reflects our concern about denial. It is crucial not to generate a life-threatening false confidence in all adult, lawful, heterosexual marriages as safe places for unprotected intercourse.

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Finally, we have taken pains to speak to students who are already having intercourse or who will decide to do so (despite our urging them not to) any time prior to entering into a long-term, mutually monogamous, honest, drug-free relationship. For the health of these young people, we have stressed the vital importance of proper use of condoms, preferably with spermicide.

(1) WAC 180-52-030

(2) WAC 180-50-140

(3) RCW 28A.58.103 (1e)
RCW 28A.58.758 (2f)

(4) from Part IV, section 402, subsection (1) of the AIDS omnibus legislation

(5) ibid., part IV, section 402, subsection (2)

(6) ibid., part IV, section 402, subsection (3)

(7) ibid., part IV, section 402, subsection (2)

(8) ibid., part IV, section 402, subsection (4) ... emphasis ours

(9) ibid., part IV, section 402, subsection (6) ... emphasis ours

(10) ibid., part II, section 202

(11) ibid., part IV, section 402, subsection (7) ... emphasis ours

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Appendix B: Sexual Abuse: Signs, Symptoms & Reporting Protocol for Teachers

How to tell if a student has been sexually exploited:

- The student tells you (possibly following a lesson on touch, communication or exploitation).
- The student acts differently from usual, in troubled ways . . .
  - regressing to more babyish behavior (incontinence)
  - clinging to you or another staff person
  - cranky or hostile
  - sleeping in class, or lacking energy
  - developing lots of minor ailments (headaches, stomach aches, lack of appetite).
  - acting reluctant to leave school at the end of the day
  - acting reluctant to leave with certain people
  - increased sexual acting out (masturbation, promiscuity)

These behaviors, of course, could signal other stress, but it never hurts to ask the student if you can help with "a problem".

What to do if a student does confide in you that s/he has been sexually exploited:

- Believe the student and say "I believe you."
- Tell the student, "It's not your fault, I care about you and I'm glad you told me."
- Speak **privately** with the student and maintain the student's confidentiality within the school, except to notify your principal... and at most to enlist the help of **one** other adult support person (your school nurse or whoever you think would be most helpful).
- **REPORT THE ABUSE**. State law **requires** professional school personnel to report the abuse to **EITHER** 1) the police, or 2) Child Protective Services. * It is not sufficient to "turn the case over" to your principal. You are required by law either to report it yourself or to make **certain** it has been reported by another person.
- If you need/want support for yourself or the child in reporting the abuse, seek professional help. In Seattle, call Rape Relief * or the Harborview Sexual Assault Center. *

* See APPENDIX G for phone numbers, or look in the very front of the phone book.

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Appendix C: Parent Involvement

The critical role of parents in social skills/sexuality education has been discussed. Their participation in your unit will enhance the learning experience for your students. Remember that they also have the option, legally, of not allowing their son/daughter to participate in this unit. For most parents, however, it will come as a tremendous relief that you as a special educator are taking the initiative in discussing this subject area.

Parents may have concerns about the unit. They may worry that content or methods will be too explicit for their son or daughter, that you will be "putting ideas into their heads" about sex, or that suddenly, as a parent, they will have to become knowledgeable about human sexuality. It may also be the first time, for some parents that they have come face-to-face with the idea that their son or daughter is a sexual human being.

The strong values surrounding issues about sexuality, may present significant barriers for some of your student's parents. They may need your help as a facilitator to discuss all sides of some of the issues that they may be facing.

There are several approaches you can take to include and involve families in the unit you are starting. The approach you choose will depend on the specific dynamics of your relationship with families of your students.

In general, you can help parents by keeping them:

- **informed** - about the objectives for the class, progress in the class, and anything else that might cause concern.
- **involved** - through "trusted adult" involvement exercises (remembering that the trusted adult participating in these activities need not be a parent) and participation in socialization networkings. It may even be useful for some parents to form support networks for themselves, as parents of adolescents with special learning needs.
- **educated** - about these issues. Provide them with any resources you have found helpful, including parts of Special Education FLASH. Refer them to resource books listed in the bibliography. Make yourself available for discussion. Be sure you are "askable" to parents as well as to your students.
- **interested** - keep them posted on workshops, seminars, new articles, books that might be of interest, etc. And do let them know how it's going when you talk to them.

Your student's parents can play an essential role in helping with social skillfulness and the development of a healthy sexuality. As a teacher, though, it may be necessary for you to show them the opportunities to participate. The following models provide a continuum of family involvement ranging from sending a letter home to having families help with the teaching of the class and create a support network for themselves. Again, choose the level most appropriate for your specific group of parents.

Send the parent letter home - Remember that this step is mandated in Washington State. You must have parent's permission before beginning to teach this subject area. Personalize the letter and include any handouts you think might be useful for parents - perhaps the overview of the unit, or the "Because" section.

Hold an introductory parent meeting - This can be an informal evening designed to discuss the issues involved in social skills and sexuality education and a chance for families to learn about ways they can support your work in the classroom. It may be a good idea to bring in a facilitator to run the meeting, so that you can participate actively in any discussion. The sample agenda found on the next page has worked well for some groups - modify it to fit your specific needs. And remember to serve refreshments!

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Provide one-to-one consultation opportunities - Prior to beginning the unit, contact each parent by phone and discuss specifically the content of the unit, the teaching methods and materials you'll be using, and any specific concerns the parent might have regarding the unit. Make follow-up phone calls as needed, and present yourself as approachable at every opportunity.

Facilitate a parent group - Some parents may decide that it would be helpful to them to meet regularly as a support/discussion group. You might help them to establish such a group, hopefully facilitated by a parent/advocate who can lead discussions around such topics as dating, marriage, parenting, reproductive rights, exploitation prevention, or any other topic of interest. Encourage them to bring in speakers and to allow plenty of time for informal conversation and sharing.

Ask parents to help teach - Parent involvement and support in the classroom can range from helping to collect magazine pictures, to videotaping a roleplay exercise, to leading a small group discussion, to working one-on-one with students with special needs, to helping organize/facilitate a socialization experience or a community outing. Tailor the involvement opportunity to the specific strengths of the parent and use them as the tremendous resource they are!

Sample Parent Meeting Agenda

Date: (provide enough notice for people to make arrangements for childcare)

Time: (typically a 7-9 pm meeting works well - remember you can't meet everyone's schedule! You might offer to videotape the meeting and make the tape available to parents unable to attend.)

Place: (If possible, try to meet in a comfortable room - perhaps a conference or board room - with chairs arranged in a circle or around a big table)

1. Introductions

- Be sure to introduce yourself and your role in the unit. This is a good opportunity to present yourself as approachable and askable about the subject area.
- Nametags make introductions much easier and prevent awkwardness.
- Introductory techniques that work well for getting a group warmed up and ready to discuss sensitive topics include:

  A. Ask people to introduce themselves to the group and state "One reason they came to the meeting" or "One thing that would make the evening worthwhile for them". Write down their responses on a large board or paper that all can see. Then, when everyone has spoken, summarize using the notes and make any modifications you need to the agenda so that it is tailored to the group's needs.

  B. Have people find a partner and discuss how they learned about "the birds and the bees". They will have about 5 minutes to chat and then will introduce each other to the larger group. This is especially effective if the participants are already acquainted with one another. This is a time consumer but a great ice-breaker.

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2. Hopes & Fears

- Ask participants to take a piece of paper and on one side write their biggest fear(s) regarding social skills & sexuality education for their son or daughter. On the other side of the page ask them to write their strongest hope for their son or daughter, regarding social skills or sexuality education.
- Give them several minutes of quiet time to complete this exercise, then ask for volunteers to share their responses. Accept and validate all hopes, all fears. Point out that the unit you are going to be starting will address many of the hopes and fears voiced by the group.
- Allow time for discussion of hopes and fears - keep in mind that this may well be the first time anyone has given these parents an opportunity to express themselves and truly be heard about these issues in a "safe" setting. So be prepared for emotions to run high.

3. Overview of the Unit

- Provide a copy of the overview, or a schedule for the unit as you've modified it as a handout. This can be sent to the parents with the announcement of the meeting so they have a chance to think about it and prepare questions.
- Briefly, go over the main sections of your plan and explain your rationales for sequencing and order. Show participants any materials you've collected/created in preparation for the class.
- Open the floor to questions and discussion specifically about the content of the unit.. Remember that you don't have to have all the answers.

4. Next.....

- Discuss the family involvement options available to participants - from supporting their child through the exercises which will be sent home, to forming a parent group, to actually helping in the classroom.....
- Explain when and how you'll get started and how and when you can be reached with questions or concerns about the unit.
- Questions & Comments
- Refreshments!

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Sample Parent Letter

On Your School's Letterhead Introducing the Unit

Date:

_____

Dear Parents and Guardians:

As part of our ongoing efforts to foster a school climate of respect for one's self and others, and as part of our health curriculum, we will begin a unit on "Family Life and Sexual Health" on _____. We want to let you know of the unit for two reasons.

First, some of you may prefer to have your sons or daughters excused from class during this unit. They can study in the school library, instead. If so, please write me a note to that effect.

Second, for those whose child does participate, we want to encourage you to discuss the issues at home, too. Your son or daughter may bring home "trusted adult exercises" to do with any trusted adult in or out of the family. They are strictly optional. They are also confidential; the students will NOT be asked to report back what is discussed. The purpose is simply to provide an opportunity to communicate with one another.

Please give me a call if you have any questions, or if you would like to preview the materials. I would be glad to discuss the philosophy of the curriculum with you.

Sincerely,

_____

Teacher, Principal or Nurse

_____

Telephone number

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Appendix D: Assessment Tool

The following assessment tool is based on the learning objectives covered in Special Education FLASH. This assessment is designed to cover specific skills and topics presented in the lesson plans outlined. The questions are intended for use as part of a final assessment. If you wish to use them as a pretest, substitute the questions provided in parentheses when they occur.

- The questions are offered for your use, in creating your own individualized assessment tool to cover content you have chosen to teach in your class. Feel free to pick and choose from the questions presented, in order to cover the topics you have taught/plan to teach. Reword them if you like, to address specific aspects of the material you covered/plan to cover. Then combine them to meet your individual needs, retyping and leaving room for your students to respond, or use them as a verbal assessment tool, asking the questions and noting responses.
- In order for both the student and the interviewer to use this tool effectively, both must be as relaxed as possible. Since the subject matter is often private, it is advisable that the assessment be administered in a quiet, private, undisturbable location with few distractions. Spend some time "warming up" prior to beginning the assessment, and allow as much time as is necessary (usually 30-45 minutes) for the student to be sure they understand the questions and have as much time as they need to respond to the best of their ability. It is also important for both student and interviewer to be conscious that this is **NOT** a test, or something to get nervous or upset about - it's more like a measuring stick, or a prompter for a discussion about something that's not always easy to talk about. So be casual in presentation.
- Prior to administering this assessment for the first time, the interviewer should familiarize him/herself with all of the questions, consider the range of appropriate answers, and plan ahead for any changes in language or method of administration that may be necessary to adapt this tool to meet individual student needs.
- When used as a **PRETEST**, it is important that the interviewer not supply answers or try to educate during administration. Answers can only be partial given the limited time available and may simply confuse the student. Explain that these questions are about information that will be discussed in a class coming soon. Answers to the questions should be recorded verbatim as much as possible, and the interviewer should not use facial gestures or body language to prompt or cue the student about the correctness of answers. The exceptions to this general rule come in the section on abuse, rape and signs of STDs. If the interviewer suspects from the answer that any of these issues are present in the student's life now or in the past, they should respond with the appropriate referral.
- When used as a **POSTEST**, it is important again to not supply answers for a student's first attempt to answer the question - after all, we are trying to measure the knowledge they have gained through participating in the class. It is, however, appropriate to correct confusion and direct a student to resources about any incorrect answers after they have finished their answer. Be sure to note that you have done this on the form, and summarize your help/support/educational efforts/thoughts for further education, at the end of the Postest. Because time may be spent in education during the Postest, try to allow for a longer block of time for administration.

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FLASH Assessment

(For pretest, substitute the questions in parentheses)

1. Ground rules are important for a unit about social skills and sexuality because they make the classroom a safe and comfortable place to discuss hard topics. One of our class ground rules is: (A possible ground rule might be.....)
2. The main difference between public and private is :
3. Label the following places as public or private:
   A. bathroom
   B. living room
   C. on the bus
   D. classroom
   E. bedroom
4. Label the following parts of the body as private or not private:
   A. eyes
   B. arm
   C. breast
   D. knee
   E. penis
5. Label the following behaviors as public or private:
   A. picking your nose
   B. riding the bus
   C. adjusting your underwear
   D. brushing your teeth
   E. watching TV
6. If you do a private thing (behavior) in a public place, people who see you may think:
7. Families are important because:
8. For each of the following restroom signs tell which one a male would use, which one a female would use:
   A. Ladies
   B. M
   C. W
   D. Mares
   E. Buoys
9. There are three different sets of feelings associated with self-esteem. They are:
   A. I belong
   B. I can do things
   C. People appreciate me

   Choose one of these sets of feelings and describe something that recently happened to you that made you feel this way.

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10. What is a friend?
11. List three things you might do with a friend.
12. Name four different types of relationships.
13. What type(s) of touching is appropriate/OK for each of the above types of relationships?
14. List three different types of decisions.

    (Some types of decisions are easy, others are harder and require more thought. Can you give me an example of a choice that's easy to make? Can you give me an example of a decision that might be harder - require more thought?)
15. What are the four steps of decision-making for decisions that need more thought?

    (What might you want to think about if you were making an important decision that required a lot of thought?)
16. There are three different types of touch - Always fair, sometimes fair, never fair. Label each of the examples.

    A. tickling

    B. hitting

    C. pinching

    D. hugging

    E. touching private parts without permission
17. If you are touched in a way that makes you feel uncomfortable or scared, you should:
18. Name two different types of communication.
19. Paraphrase means: _____. Give an example of a paraphrase.
20. The two steps involved in asking honestly for what you want are:

    (What's a good way to ask for something that you want?)
21. The two steps involved in taking "No" for an answer are:

    (What could you do if someone says "No" to you?)
22. The three steps involved in saying "No" are:

    (What words could you use to say "No" to someone else?)
23. List three body changes that occur during puberty as girls become women.
24. List three body changes that occur during puberty as boys become men.
25. List two feelings that may change or emerge during puberty.
26. What is hygiene and why is it important?
27. List five hygiene tools which should be used daily.
28. What parts of the body are involved in human reproduction?
29. Would it be appropriate/okay to discuss birth control or reproduction at the dinner table when guests are present?
30. Using words you have learned, define fertilization.

    (What is fertilization?)
31. List three different methods of birth control and explain a little about how they work.

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32. Number the following terms in the order in which they occur.
    fertilization
    parenthood
    pregnancy
    sexual intercourse
    birth
33. Pregnancy lasts for _____ months.
34. List two ways that babies are born.
35. List five responsibilities of parenthood.
36. Label the following as STDs or NOT STDs:
    A. cold
    B. measles
    C. AIDS
    D. flu
    E. herpes
    F. diarrhea
    G. syphilis
37. How do you get STDs?
38. How can you tell if you have an STD?
39. What should you do if you are worried about STDs?
40. Name three community resources you could call if you had a question about sexuality.
41. Name two people you could ask questions about sexuality.
42. Name three topics you would like to learn more about.

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Appendix E: F.L.A.S.H. Curriculum Overview

GRADE LEVEL	K/1/2*	3/4*	5/6	7/8	Special Education: Secondary	9/10	11/12**
CLIMATE SETTING	1. Introduction	1. Introduction	1. Introduction	1. Introduction	1. Introduction	1. Introduction & Pre-test	Use as Supplement to 9/10
PHYSICAL ASPECTS OF SEXUALITY — HEALTH	8. Reproductive System (brief review of body parts) 9. Pregnancy (where babies come from)	8. Reproductive System (Introduction to anatomy/physiology) 9. Puberty (introduction)	9. & 10. Puberty 11. & 12. Reproductive System 13. Pregnancy –the Basics	2. Puberty 3. Sexual Health & Hygiene 6. & 7. Reproductive System 8. & 9. Pregnancy 14. Birth Control	16. Anatomy 17. Puberty 18. Sexual Health & Hygiene 19. Reproduction 20. Pregnancy 23. Birth Control	3. Reproductive System 4. Puberty Overview 13. Pregnancy – the Developing Baby 14. Pregnancy – the Experience 15. Pre-Natal Health 20. Contraception Overview 21. Contraception – A Closer Look 22. Contraception – What's the Best Method	7. Fertility & Infertility 12. Contraception, Individuals & Society 16. Sexual Response System
PHYSICAL ASPECTS OF SEXUALITY — ILLNESS	7. Hygiene (hand washing, body care, etc.)	7. Hygiene 10. Pregnancy (introduction to birth defects & other problems)	14. Pregnancy – problems A. & B. A.I.D.S. - 5th Grade C. A.I.D.S. - 6th Grade	4. & 5. Sexually Transmitted Diseases A. & B. AIDS - 7th Grade A. AIDS - 8th Grade	24. Germs & Risks 25. Sexually Transmitted Diseases 26. AIDS	19. Un-planned Pregnancy 24. Sexually Transmitted Diseases Overview 25. HIV/AIDS – the Disease 27. Sexually Transmitted Diseases – Epidemiology 29. Sexual Health Care	8. Abortion 9. Adoption 11. Pregnancy Options & Society 13. HIV/AIDS – Update on Disease
PSYCHOSOCIAL ASPECTS OF SEXUALITY — SELF	2. Self-Esteem (2 lessons) 4. Sex Roles	2. Self-Esteem (2 lessons) 4. Sex Roles	3. Self-Esteem 4. Sex Roles 6. Decision-Making	10. & 11. Decision-Making & Teen Parenthood 12. & 13. Touch & Abstinence B. AIDS - 8th Grade	2. Public & Private 3. Self-Esteem 4. Gender Identification 13. Decision-Making 22. Sexual Decision-Making	2. Touch & Abstinence 5. Who am I? Where am I going? 6. Am I Normal? 7. Will I fit in? 8. What will I decide about touch? 26. HIV/AIDS – Its impact on People	1. Critical Thinking 3. Gender Roles 4. Gender Orientation & the Individual
PSYCHOSOCIAL ASPECTS OF SEXUALITY — RELATIONSHIPS	3. Family (child's role) 5. Friendship (communication) 6. Sexual Exploitation	3. Family (handling changes) 5. Friendship 6. Sexual Exploitation	2. Family 5. Friendship 7. & 8. Sexual Exploitation D. AIDS - Exploring the Issues 15. Review & Resources	16. Communication – the Basics 17. Asking Honestly for What You Want 18. Taking "NO" for an Answer 19. Saying "NO" 20. Defending Your Rights C. AIDS –Public Attitudes - 8th Grade	5. Families 6. Friendship & Dating 7. Helpers, Acquaintances & Strangers 8. Non-Verbal Communication 9. Assertiveness 10. Asking for What You Want 11. Hearing "NO" 12. Saying "NO" 14. Touching (exploitation) 15. Exploitation & Getting Help 21. Parenthood	9. Communication (exploitation) 10. Consent vs. Exploitation 11. Continuum of Sexual Touch 12. Assault Strategies 16. Planning to Parent – Infant Health 17. Do I want children? How many? When? 18. Planning to Parent – Am I qualified? 23. Contraception – Communication 28. Sexually Transmitted Diseases – Communication	2. Infant & Preschool Sexual Development 5. Gender Orientation & Society 6. Learning to Love 10. Parenting – Focus on Fathers 14. HIV/AIDS – Individual & Family 15. HIV/AIDS – Society 17. Evaluating the Media
RESOURCES	10. Review & Resources (what doctors & other resource people do)	11. Review & Resources		15. Resource People	27. Resources 28. Summary Session	30. Review & Post-test	18. Lifelong Sexuality & Unit Closure

* not yet published

** published spring 1992

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Appendix F: Selected Bibliography

The following resources are listed to assist in building your resource library. This list is NOT comprehensive, but instead represents materials and books we have found useful in providing sexuality education for individuals with special learning needs.

- **Clearinghouse on Disability Information,** Office of Special Education, Switzer Bldg., Room 3132, 330 C Street SW, Washington, D.C., 20202-2524, (202a) 732-1241.
- **National AIDS Information Clearinghouse** (800)-458-5231 P.O. Box 6003 Rockville, MD 20850. Request a catalogue and to be placed on the mailing list.
- **National Center for Youth With Disabilities,** 1-800-333-6293.
- **Planned Parenthood Federation of America,** Link Line, Education Dept., 810-7th Ave., New York, NY 10019, (212) 541-7800.
- **SEICUS,** Sex information and Education Council of the U.S., 130 W. 42nd, #2500, New York, NY 10036, (212) 819-9770.

Book Lists

For Students

Changes In You (for girls, for boys), Peggy Siegel, Family Life Education Associates, PO Box 7466, Richmond, Virginia, 23221.

Changing Bodies, Changing Lives, Ruth Bell, Vintage Books, New York.

Facts About Sex for Today's Youth, & Facts about VD, Sol Gordon, Ed-U Press, 123 Fourth St., N.W., Charlottesville, Va. 22901.

Growing & Changing, Kathy McCoy, Perigee Books, 1986.

Love and Sex in Plain Language, Eric Johnson, Lipincott Company.

Period, JoAnn Gardner-Loulan, Bonnie Lopez and Marcia Quackenbush, Volcano Press, Volcano, CA.

The Facts of Love, Alex & Jane Comfort, Crown Publishers, New York.

The New Teenage Body Book, Kathy McCoy and Charles Wibbelsman, Simon & Schuster, 1989.

What's Happening to Me? & Where Did I Come From?, Peter Mayle, Lyle Stuart Inc., 120 Enterprise Avenue, Secauacus, New Jersey 07094.

What's Happening to my Body? (for girls, for boys) Linda Madaras, Newmarket Press, 1988.

For Teachers/Parents/Trusted Adults

Bridges of Respect, Creating Support for Gay and Lesbian Youth, Katherine Whitlock, American Friends Service Committee, Philadelphia, PA.

Building Self Esteem in Persons with Developmental Disabilities, Roger Frank and Jean Edwards, Ednick Communications, Portland, Oregon.

Changing Inappropriate Sexual Behavior, Dorothy Griffiths, Vernon Quinsley and David Hingsberger, Paul H. Brookes Publishing Company, PO Box 10624, Baltimore, MD 21285-0624.

Growing Up Proud, James Lindemann and Sally Lindemann, Warner Books, 1988.

I Contact, Dave Hingsberger, Vida Publishing, PO Box 597, Mountville, PA 17554.

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i to I, Dave Hingsberger, Vida Publishing.

Learning to Get Along: Social Effectiveness Training for People with Developmental Disabilities, Jackson, Jackson, Bennett, Bynum & Faryna, Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820.

Mental Handicap & Sexuality, Ann Craft, Costello.

Nasty Girls, Thugs and Humans Like Us, Carola Murray Seegert, Paul H. Brookes Circle of Friends, Robert Perske, Abingdon Press, Nashville, TN.

Our Bodies, Our Selves, Boston Women's Collective, Simon and Schuster, New York.

Relaxation, A Comprehensive Manual for Adults, Children and Children With Special Needs, Joseph Cantela and June Grodin, Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820.

Sara and Allen, Jean Parker Edwards, Ednick Communications, Portland, Oregon.

Sex Education & Counselling for Mentally Handicapped People, Ann & Michael Craft, Costello, 43 High Street, Tunbridge Wells, Kenty, England TN1 1XL.

Sex Education For Persons With Disabilities That Hinder Learning, Winifred Kempton, James Stanfield Publishing Co PO Box 1983, Santa Monica, CA 90406.

Sex, Love, and the Physically Handicapped, Evelyn West Ayrault, The Continuum Publishing Company, 575 Lexington Ave., New York, NY 10022.

Sex: The Facts, The Acts, and Your Feelings, Michael Carrera, Crown Publishers, 1981.

Thinking the Unthinkable, Papers on Sexual Abuse and People with Learning Difficulties, Hilary Brown and Ann Craft, FPA Education Unit, 27-35 Mortimer Street, London W1N7RJ.

Woman's Body, Man's Body, Child's Body, Diagram Group, Simon and Schuster.

Materials

100 Ways To Enhance Self-Esteem in the Classroom, Jack Canfield and Harold Wells, Prentice Hall, New York, NY.

Anatomical Models, Jim Jackson Company, 33 Richdale Avenue, Cambridge, Mass, 02140. 1-800-827-9063.

Circles I, II & III, Marklyn Champagne & Leslie Walker-Hirsch, James Stanfield Publishing Co.

Janet's Got Her Period, James Stanfield Publishing Co .

Life Horizons I & II, Winifred Kempton, James Stanfield Publishing Co .

Life Size Body Charts, Planned Parenthood, Seattle-King County (328-7715).

LifeFacts: Sexuality, Ann Downer, James Stanfield, James Stanfield Publishing Co.

LifeFacts: Sexual Abuse Prevention, Nancy Cowardin, Ann Downer, James Stanfield, James Stanfield Publishing Co.

LifeFacts: AIDS, Jane Stangle, James Stanfield Publishing Co .

Teach-a-Body Dolls, 3509 Acorn Run, Fort Worth, TX 76109 - 2531.

The Changing You, Creative Teaching Press, Inc., Huntington Beach, CA 92649.

The GYN Exam Handbook, Maria Taylor, James Stanfield Publishing Co.

The Prepare Curriculum, Arnold P. Goldstein, Research Press Company.

Virginia Livingstone Plates, Planned Parenthood, Seattle-King County.

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Audio-Visual Suppliers

Your school district's curriculum office, audio-visual office, and library may be valuable resources. In King and Pierce Counties (WA), the Educational Service District (ESD 121) also stocks audio-visuals. Seattle-King county Planned Parenthood maintains a film library and bookstore (328-7715).

In addition, free catalogues of some excellent sexuality education resources are available from:

Alternatives to Fear, 2811 E. Madison, #208, Seattle, WA 98112, (206) 328-5347.

American Cancer Society, 1599 Clifton Rd. N.E., Atlanta,

GA 30329 (404) 320-3333. (*Look in the phone book for the chapter nearest you).*

Anson Schloat, 175 Tompkins, Ave., Pleasantville, NY 10570-9973, 1-800-833-2004

Children's Home Society of California, 2727 W. 6th, Los Angeles, CA 90057, (213)389-6750.

Churchill Films, 12210 Nebraska Ave., Los Angeles, CA 90025-9816, 1-800-334-7830.

Committee for Children, 172 Twentieth Ave., Seattle, WA 98122, (206) 322-5050.

Comprehensive Health Education Foundation, 22323 Pacific Hwy. So., Seattle, WA 98198, (206) 824-2907.

Disney Educational Productions, 108 Wilmot, Deerfield, IL 60015-9925, 1-800-621-2131.

*Ednick Communications, P.O. Box 3612, Portland, OR 97208.

ETR/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, 1-800-321-4407.

*Fearon Education, 500 Harbor Blvd., Belmont, CA 94002, 1-800-877-4283.

Films for the Humanities & Sciences, P.O. Box 2053, Princeton, NJ 08543-2053, 1-800-257-5126.

Gaumard Scientific Company, P.O. Box 140098, Coral Gables, FL 33114-0098, (305) 666-8548.

Intermedia, 1600 Dexter Ave. No., Seattle, WA 98109, 1-800-553-8336.

*James Stanfield Publishing, P.O. Box 1995 B, Santa Monica, CA 90406, 1-800-421-6534

Jim Jackson & Company, 33 Richdale, Cambridge, MA 02140, (617) 864-9063.

March of Dimes, 1275 Mamaroneck, White Plains, NY 10605. *(look in the phone book for the chapter nearest you).*

New Day Films, 121 W. 27th St., #902, NY, NY 10001, (212) 645-8210.

New Dimension Films, 85895 Lorane Hwy., Eugene, OR 97405, (503) 484-7125.

New Horizons for Learning, 4649 Sunnyside N., Seattle, Wa 98103, (206) 547-7936.

ODN Productions Select Media, 74 Varick St., Rm. 304, NY, NY 10013, (212) 431-8923.

Perennial Education, 930 Pitner, Evanston, Illinois, 60202, 1-800-323-9084.

Planned Parenthood Federation of America, Marketing Dept., 810 Seventh Ave., NY, NY 10019, (212) 603-4656. (*Look in the phone book for the affiliate nearest you).*

Pleasantville Media, P.O. Box 415, Pleasantville, NY 10570-0415,1-800-431-2434.

Sunburst Communications, Rm. H41, 39 Washington Ave., Pleasantville, NY 10570-3498, 1-800-431-1934.

Bill Wadsworth Productions, 2402 Rio Grande, Austin, TX 78723, (512) 478-2971.

NOTE: ALWAYS ALWAYS ALWAYS preview materials yourself, even if they are "district approved," before showing them to your class.

* *Specialize in education materials for developmentally disabled students.*

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Appendix G:
Community Resources in Seattle & King County

Community Information Line **461-3200**

Medical Care

Seattle-King County Department of Public Health Locations: Downtown Seattle 296-4755

- Harborview STD Clinic 223-3590
- AIDS Prevention Project 296-4999
- North Seattle 296-4990
- White Center 296-4620
- Renton 296-4900
- Auburn 296-8400
- Columbia Health Center 296-4650
- Bellevue 296-4920
- Federal Way 296-8410

Services: Not all clinics have every service, but services may include:

- full family practice
- full pediatric practice
- sexually transmitted disease
- family planning services
- dental care
- prenatal care
- travel immunizations
- refugee services
- elderly services
- nutrition services

Educators

Seattle-King County	Ellen Angeles	296-4672
King County	Tony Silvestrin	296-4900
King County	Kelly Hower	296-8400
King County	Elaine Cummins	296-4920
King County	Jeryn Beringsmith	296-4646
King County	Peter Browning	296-4568
Seattle	Lois Werelus	296-4650
Seattle	Beth Reis	296-4755

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Auburn Community Clinic	735-0166
Bellevue Community Clinic	562-1208
Bellevue Planned Parenthood	747-1050
Bothell-Woodinville Community Clinic	486-0658
Capitol Hill Planned Parenthood	328-7700
Carolyn Downs Family Medical Center	324-0402
Children's Eastside (Children's Hospital)	454-4644
Children's Hospital and Medical Center	526-2000
Community OB Referral Program	284-5291
Country Doctor Community Clinic	461-4503
Federal Way Planned Parenthood	839-2740
Forty-fifth Street Clinic	633-3350
High Point Community Health Center	935-8150
Holly Park Medical Clinic	725-5704
International District Community Health Center	447-3235
Kenmore Planned Parenthood	485-9743
Kent Community Clinic	852-2866
Kent Planned Parenthood	854-2343
Odessa Brown Children's Clinic	329-7870
Pacific Medical Center	326-4000
Pike Market Medical Clinic	624-4143
Pioneer Square Clinic	223-3540
Sea-Mar Community Health Center	762-3730
Seattle Indian Health Board	324-9360
University of Washington Adolescent Clinic	543-8705
Renton Community Clinic	226-5536
Yesler Terrace Health Clinic	625-9260

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Health Information and/or Crisis Phone Lines

AIDS Information Line (Statewide)* 1-800-342-AIDS
Alcohol/Drug Help Line* 1-800-562-1240
Child Protective Services (DSHS)*
– Eastside 649-4110
– Seattle 721-4115
– South County 872-2665
Compassionate Friends (Family Services)* 241-1139
Crisis Line (Crisis Clinic)* 461-3222
Domestic Violence Hotline* 1-800-562-6025
Gay & Lesbian Youth Information Line 322-7900
King County Sexual Assault Resource Center * 1-800-825-7273
Poison Center (Children's Hospital)* 526-2121
Seattle Rape Relief * 632-7273
Sex Information Line (Planned Parenthood) 328-7711
Teen Hotline 382-KIDS
Tel-Med (King County Medical Society) 621-9450

Child Physical/Sexual Abuse

Alternatives to Fear 328-5347
Child Protective Services (DSHS)*
– Eastside 453-7143
– Seattle 721-4115
– South County 872-2665
Children's Home Society 524-6020
Committee for Children 322-5050
Harborview Medical Center
Sexual Assault Center 223-3047
Rape Relief
– King County 226-RAPE
– Seattle 632-RAPE

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Other Youth/Family Services

Atlantic Street Center	329-2050
Asian Counseling and Referral Service	461-3606
Catholic Community Services	323-6336
Consejo Counseling and Referral Service	461-4880
Family Services	461-3883
Filipino Youth Activities	323-6545
Friends of Youth	228-5775
Jewish Family Service	461-3240
Lutheran Counseling Network	364-1046
Mental Health Centers	
– Central Area Mental Health	723-1980
– Community Psychiatric Clinic	461-8385
– Eastside Mental Health	827-9100
– Harborview Community Mental Health Center	223-3415
– Highline-West Seattle Mental Health Center	241-0990
– Mental Health North	461-4544
– Seattle Mental Health Institute	281-4300
– Valley Cities mental Health Center	833-7444
Mountlake Institute	328-0910
Presbyterian Counseling Service	527-2266
Seattle Counseling Center for Sexual Minorities	282-9307
Unitarian Counseling Associates	525-8400

* 24-hour staffing

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To Order Additional Copies of

Special Education: Secondary

F.L.A.S.H.

Ninth/Tenth Grade Curriculum

9/10 *F.L.A.S.H.*

Seventh/Eighth Grade Curriculum

7/8 *F.L.A.S.H.*

Fifth/Sixth Grade Curriculum

5/6 *F.L.A.S.H.*

Write or Call:

Family Planning Publications
Seattle-King County Department of Public Health
Suite 300
110 Prefontaine Avenue South
Seattle, WA 98104
(206) 296-4672